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THE UNIVERSITY OF CHICAGO

STATE OF NEW YORK.

No. 12.

IN ASSEMBLY,

JANUARY 9, 1884.

THIRTIETH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, }
ALBANY, *January 9, 1884.* }

Hon. TITUS SHEARD,

Speaker of the Assembly :

SIR. — I herewith transmit to the Legislature the Thirtieth Annual Report of the State Superintendent of Public Instruction, and the documents accompanying the same.

Very respectfully yours,

WILLIAM B. RUGGLES,

Superintendent.

THIRTIETH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION, }
ALBANY, *January 9, 1884.* }

To the Legislature of the State of New York :

The Superintendent of Public Instruction, in obedience to the requirements of law, respectfully submits the following

REPORT.

A brief preliminary outline of the working machinery of our State Free School System will conduce to a clearer understanding of the statistical and other details which follow.

The territory of the State, exclusive of all the cities except the city of Kingston, is divided into one hundred and twelve school commissioner districts, the boundaries of which generally, though not in all cases, correspond with the boundary lines of the Assembly districts.

Each school commissioner district includes a number of school districts, the number thus included varying, in the several commissioner districts, from nine to one hundred and ninety-seven.

The cities, with the above exception, and a few incorporated villages, have school organizations established by special statutes, under the supervision of local superintendents, whose functions are somewhat similar, within their jurisdiction, to those of school commissioners.

The common schools throughout the State are free to all persons over five and under twenty-one years of age, residing in the district in which the school-house is situated.

The inhabitants of each school district, qualified to vote, have power, at school district meetings, to elect one or three trustees, a district clerk, collector and librarian ; to vote taxes to be raised in the district for purchasing, leasing and improving school-house sites ; for purchasing, building, hiring and furnishing school buildings ; for purchasing school apparatus ; for payment of whatever deficiency there may be in teachers' wages after the public money apportioned to the district shall have been applied thereto, and various other incidental expenses.

The trustees in the several school districts are the local executive officers empowered to carry out the mandates of the district meetings. They have general charge of the schools of the district, and the custody of the school district property. They have power to call district meetings and to make out tax-lists and warrants for the collection of taxes voted at the district meetings ; and in some special cases may make out tax-lists and issue their warrants for the collection of taxes for various minor expenses, without a vote of the district meeting. They contract with and employ teachers in the district schools, and pay them by orders on the supervisor of the town, out of the public money in his hands apportioned to the district, and by orders on the collector, out of money raised by local tax to supply the deficiency, if any, after application of the public money thus apportioned to the payment of teachers' wages.

The trustees are required by law once in each year to render to the district, at its annual district meeting, a full and true account in writing, of all moneys received by them for the use of the district, and the manner in which the same has been expended by them, during the last preceding school year.

They are also required annually to make a full financial and statistical report to the school commissioner in whose district their school district is situated, showing among other things the whole time any school has been kept in their district during the year by

qualified teachers, the number of children taught in the schools of the district by qualified teachers and the sum of the days' attendance of all such children, the number of children between the ages of five and twenty-one years residing in the district, the amount of money paid for teachers' wages in addition to the public money paid therefor, the amount of taxes levied in the district for purchasing school-house sites, for building, hiring, purchasing, repairing and insuring of school-houses, for fuel and for any other purpose allowed by law.

The school commissioners are elected triennially, by ballot, by the electors of their respective school commissioner districts, at a general election. The term of office is three years from the first day of January next after such election and until a successor qualifies. The salary is \$800 per annum, payable from the Free School Fund, but the supervisors of the towns composing a school commissioner district may, by resolution, increase such salary, the amount of increase being payable by tax upon such towns. The county boards of supervisors are also required to audit and allow to each commissioner within the county the fixed sum of \$200 for his expenses, to be raised by tax on the towns composing his district. The commissioners are required to attend to the rectification upon the town records of the descriptions of defective, indefinite and disputed boundaries of school districts in their commissioner districts. They have jurisdiction in the first instance, subject to appeal to the State Superintendent, in the matter of the formation, alteration and dissolution of common school districts within their districts. They ascertain, apportion and divide the public moneys apportioned by the State Superintendent, and other public moneys among the respective school districts within their districts. They are required to visit and examine all the schools and school districts as often in each year as practicable, to inquire into all matters relating to the management, the course of study and mode of instruction, and the text-books and discipline of such schools, and the condition of the school-houses, sites, out-buildings and appendages, and of the district generally; to advise with and counsel the trustees

and other officers of the district in relation to their duties, and particularly in respect to the construction, warming and ventilation of the school-houses, and the improving and adorning of the school grounds, and to recommend to the trustees and teachers the proper studies, discipline and management of the schools, and the course of instruction to be pursued. They may direct trustees to make any alteration or repairs on the school-house or out-buildings necessary for the health or comfort of the pupils at an expense not exceeding \$200, and to abate any nuisance on the school premises at an expense not exceeding \$25, without a vote of the district meeting; in concurrence with the supervisor of the town they may by order condemn a school-house as unfit for use and not worth repairing, and name an amount, not exceeding \$800, deemed necessary for the erection of a suitable school-house, which order may be enforced through a district meeting, or reduced not less than twenty-five per cent, or increased indefinitely by the meeting.

The commissioners are authorized to examine persons proposing to teach, and to issue certificates of qualification to teach in their respective districts. They may annul certificates upon re-examination as to qualifications, or upon examination of charges affecting the moral character of any teacher within their districts. They may take affidavits and administer oaths without charge or fee in all matters pertaining to common schools, and by direction of the State Superintendent may take and report to him testimony in any case of appeal to him, and are subject to such rules and regulations as may, from time to time, be prescribed by him. When required by him they must report to him as to any particular matter or act, and must annually report to him in such form and containing such particulars as he shall prescribe and call for.

Under the regulations of the Department of Public Instruction these annual reports of commissioners must contain a complete abstract of all the material facts, statistical and financial, required and contained in all the trustees' reports to the commissioners, and are usually supplemented by a further report by the commissioners to the State Superintendent, containing such general observations re-

lating to the condition of the schools, school districts and educational interests, and such suggestions as to proposed or desired improvements within their several commissioner districts as the commissioners deem proper to make, or as may be in response to special inquiries from the Department of Public Instruction.

The union free schools are under the immediate management of boards of education consisting of not less than three nor more than nine members, elected by the qualified voters of the district assembled in a district school meeting, and are divided into three several classes, the term of office of one of the classes expiring annually. Their powers are similar, though in some respects larger, than those of trustees of the common school districts. They may establish in such schools academic departments, which shall be under the visitation of the Regents of the University, and subject, in their course of education, to the regulations made by the Regents in regard to academies. They report annually to the school commissioners in substantially like manner as trustees of common school districts, and, whenever required by the Superintendent of Public Instruction, they report fully to him upon any particular matter.

The city public schools, and those in some of the incorporated villages having a population of not less than five thousand, are managed by local boards of education under special statutes varying materially in the nature of their provisions. The city schools and some of the village schools referred to, are also under the supervision of local superintendents or clerks of such boards performing the duty of supervision and exercising powers and duties somewhat similar to those of school commissioners in respect to the schools within their jurisdiction. Such superintendents generally report annually to the boards of education and also directly to the Superintendent of Public Instruction, embodying in their reports all such material statistical and financial matter relating to the schools under their supervision as the Superintendent of Public Instruction may require.

The cities which, under special acts, have such local supervision are not included in any school commissioner's district.

The eight State normal schools, with the exception of the one located at Albany, which is under the joint supervision and management of the State Superintendent of Public Instruction and the Regents of the University, are managed by local boards appointed by the State Superintendent of Public Instruction, under rules and regulations made by the boards, subject to his approval. They have by law the immediate supervision and management of such schools, subject, however, to his general supervision and to his direction in all things pertaining to the schools. They report annually, through the Superintendent and subject to his approval, to the Legislature as to the condition of such schools, the details of their receipts, expenditures, and such account of their acts and doings as the Superintendent shall direct. The executive committee of the State Normal School at Albany is appointed by the State Superintendent and Regents, and reports to them.

The diploma of any State normal school constitutes a license to teach in any of the public schools of the State.

The State Superintendent of Public Instruction is elected by joint ballot of the Senate and Assembly. His term of office is three years, and his salary \$5,000 per annum. He has general superintendence of the public schools. He apportions and distributes the public moneys appropriated by the Legislature for the support of schools, and gives advice and direction upon questions arising under the school laws. He hears and decides appeals involving school controversies, and his decisions thereupon are "final and conclusive, and not subject to question or review in any place or court whatever."

In reference to such appeals, he has power to regulate the practice therein, to determine whether the appeal shall stay proceedings, and to prescribe conditions upon which it shall or shall not so operate, and to make all orders, by directing the levying of taxes or otherwise, which may in his judgment be proper or necessary to give effect to his decision. He is charged with the general control and management of teachers' institutes, and appoints the conductors to teach them. He makes appointments of State

pupils to the institutions for the instruction of the deaf and dumb and the blind, upon the certificates of the proper local officers. He apportions the number of pupils in the State normal schools, has general supervision of such schools, as above stated, and has charge of all the Indian schools upon the several Indian Reservations in the State. Upon examination of applicants, he grants certificates of qualification to teach, which are conclusive evidence of the qualification of the holder to teach any of the common schools in the State, and may revoke the same, and for cause may annul any certificate of qualification issued by any school commissioner, and declare any normal school diploma ineffective and null as a qualification to teach. When proved to his satisfaction that any school commissioner, or other school officer, has been guilty of any willful violation or neglect of duty under the statutes pertaining to the common schools, or of willfully disobeying any decision, order or regulation of the Superintendent, he may remove such commissioner or other officer from his office. He compiles the abstracts of the reports from all the school districts in the State reported to him by the school commissioners, and the matters reported to him by city superintendents, boards of education of incorporated villages organized by special statutes providing for local supervision, and reports annually to the Legislature. He is, *ex-officio*, a Regent of the University and chairman of the committee on teachers' classes in the academies, a trustee of Cornell University, and of the New York State Asylum for Idiots, and chairman of the executive committee of the State Normal School at Albany.

The work of the last school year, as exhibited by the reports received at this Department, indicates, upon the whole, gratifying results. Improvement will be observed in many particulars by an examination of the following tables and abstracts, and of the reports of school officers accompanying this report and herewith transmitted, to which your attention is invited :

SCHOOL DISTRICTS.

The number of school districts in the towns of the State, on the thirtieth of September, was :

1882.....	11, 257
1883.....	11, 239
Decrease	<u>18</u>

This decrease from the number reported in 1882 was caused by the consolidation of several districts in the formation of union free school districts, and the annulment of a few weak districts, and the annexation of their territory to stronger adjacent districts.

SCHOOL-HOUSES.

The number of school-houses, with their classification according to the materials of which they are constructed, was as follows, at the close of the years 1882 and 1883 :

1882.	Log.	Frame.	Brick.	Stone.	Totals.
Cities.....	..	47	391	8	446
Towns	76	10, 053	952	387	11, 468
Totals.....	<u>76</u>	<u>10, 100</u>	<u>1, 343</u>	<u>395</u>	<u>11, 914</u>
1883.	Log.	Frame.	Brick.	Stone.	Totals.
Cities.....	..	44	407	9	460
Towns	66	10, 051	953	384	11, 454
Totals	<u>66</u>	<u>10, 095</u>	<u>1, 360</u>	<u>393</u>	<u>11, 914</u>

The footings of the columns of totals for the years 1882 and 1883 give the same number, 11,914; but the other columns show that while there has been a decrease since 1882 of ten log, five frame and two stone buildings, there has been an increase of seventeen in the number of brick buildings. These tables do not include the number of new school-houses erected to replace others of the same material. The actual improvement will be understood from the fact which appears in a table further on, that the amount expended

in 1883 for school-houses, out-buildings, sites, fences, furniture and repairs, exceeds the amount expended for the same purposes in 1882, by more than \$400,000.

The gradual improvement in the character of school-buildings, during the past forty years, in respect to the material of which they were constructed, is shown in the shifting figures of the following table, by which it will be observed that, since the year 1843, the number of log school-houses has decreased from 707 to 66, the stone buildings have fallen off from 523 to 395, while the number of framed buildings has increased from 7,685 to 10,095, and the number built of brick has more than trebled, increasing from 446 in 1843 to 1,360 in 1883:

	Log.	Frame.	Brick.	Stone.	Totals.
1843.....	707	7,685	446	523	9,361
1863.....	216	9,969	995	573	11,753
1873.....	113	9,939	1,232	455	11,739
1883.....	66	10,095	1,360	395	11,914

COST AND VALUE OF SCHOOL-HOUSES AND SITES.

The amount expended during the last ten years for school-houses, out-buildings, sites, fences, furniture and repairs, is as follows:

Years.	Cities.	Towns.	State.
1874.....	\$1,146,008 79	\$816,189 21	\$1,962,198 00
1875.....	1,126,107 23	801,359 70	1,927,466 93
1876.....	1,006,100 37	774,042 91	1,780,143 28
1877.....	774,186 56	584,217 79	1,358,404 35
1878.....	757,937 17	605,492 40	1,363,429 57
1879.....	701,769 83	528,694 38	1,230,464 21
1880.....	541,999 78	603,831 37	1,145,831 15
1881.....	874,775 13	592,585 87	1,467,361 00
1882.....	795,055 88	730,370 31	1,525,426 19
1883.....	1,666,341 67	859,329 60	1,925,671 27
Totals.....	\$8,790,282 41	\$6,896,113 54	\$15,686,395 95

The aggregate value of school-houses and sites in 1874, and in each successive year, is shown to be as follows:

Years.	Cities.	Towns.	State.
1874	\$19, 006, 446	\$10, 209, 703	\$29, 216, 149
1875	19, 385, 033	10, 543, 593	29, 928, 626
1876	20, 363, 519	10, 654, 385	31, 017, 904
1877	19, 937, 978	10, 448, 270	30, 386, 248
1878	19, 800, 490	10, 347, 099	30, 147, 589
1879	19, 895, 244	10, 117, 335	30, 012, 579
1880	20, 230, 928	10, 516, 581	30, 747, 509
1881	20, 490, 355	10, 601, 275	31, 091, 630
1882	19, 419, 943	10, 912, 348	30, 332, 291
1883	20, 069, 175	10, 942, 036	31, 011, 211

The average value of school-houses and sites in the towns, in the same years, was:

Years.	
1874	\$899 05
1875	927 96
1876	935 08
1877	916 91
1878	908 19
1879	885 78
1880	917 27
1881	925 63
1882	951 54
1883	955 30

The average value of school-houses and sites in the cities, for 1883, was \$43,628.64.

CHILDREN.

The whole number of children between the ages of five and twenty-one years, as reported, was:

Years.	Cities.	Towns.	State.
1882	857,560	823,601	1,681,161
1883	878,224	803,276	1,685,100

ATTENDANCE.

The number of pupils attending the public schools, some portion of the school year, was 1,041,089.

The number of children of school age reported exceeds the number reported as attending the public schools, some portion of the school year, by 644,011.

It is not to be inferred, however, that this large excess represents the number of children in the State growing up in ignorance, without any of the advantages of common or other school instruction. It includes a large class of persons in attendance in the various universities, colleges, incorporated and private academies and seminaries, under instruction in select schools, in families and in the many classes of art, commercial, trades and other technical and industrial schools. It also includes the large number of young persons, of both sexes, under twenty-one years of age, who, having in previous years gone through a complete or partial course in the common schools or higher institutions of learning, have already engaged in some kind of business, as well as many such persons who are not in any business, and many others who are only temporarily out of school and whose names will hereafter reappear on the school registers.

What may be the relative proportion of such persons and of those who are in fact growing up to maturity, without having attended the schools at all, there are no means within the reach of this Department for making even an approximate estimate.

The whole number in attendance in each of the last ten years is shown in the following table:

Years.	Cities.	Towns.	State.
1874....	438,049	606,315	1,044,364
1875.....	445,552	613,686	1,059,238
1876.....	449,049	618,150	1,067,199
1877.....	407,343	616,372	1,023,715
1878.....	416,468	615,584	1,032,052
1879.....	422,451	607,590	1,030,041
1880.....	428,451	603,142	1,031,593
1881.....	433,913	587,369	1,021,282
1882.....	446,385	594,683	1,041,068
1883.....	453,099	587,990	1,041,089

The whole number of days of attendance, for each of the last five years, was as follows:

Years.	Cities.	Towns.	State.
1879	51,916,598	54,061,265	105,977,863
1880	51,933,883	53,997,879	105,931,762
1881	51,091,916	51,906,975	102,998,891
1882	52,021,482	52,201,171	104,222,653
1883	54,776,984	51,697,997	106,474,981

The following statement shows the average daily attendance of pupils:

Years.	Cities	Towns.	State.
1875.....	226,980	204,855	531,835
1876.....	231,412	310,198	541,610
1877.....	244,236	315,301	559,537
1878.....	252,704	324,902	577,606
1879.....	255,558	314,824	570,382
1880.....	258,351	314,738	573,089
1881.....	258,720	300,679	559,399
1882.....	262,873	306,598	569,471
1883.....	278,793	304,349	583,142

The average time each pupil in the towns attended school was seventeen and six-tenths weeks; in the cities, twenty-four and one-tenth weeks.

The following table shows for each county and city of the State, the number of children of school age for each qualified teacher; the whole number of children attending school any portion of the year for each qualified teacher; the average daily attendance per teacher; the percentage of average daily attendance on the whole number of children of school age; the percentage of average daily attendance on the whole number of children attending school any portion of the year, and the total for the State and the towns and cities separately:

COUNTIES AND CITIES.	1. Number of children over 5 and under 21 years of age, for each qualified teacher.	2. Whole number of childr'n attending sch'l any por- tion of the year, for each qualified teacher.	3. Average daily attendance per teacher.	4. Per cent of average daily attendance on whole number of children be- tween 5 and 21 years of age.	5. Per cent of average daily attendance on whole number of children at- tending school any por- tion of the year.
Albany	76	49	23	30.26	46.93
City	149	58	38	25.50	65.51
Cohoes	120	56	27	22.50	48.21
Allegany	47	38	21	44.68	55.21
Broome	89	34	18	46.15	52.94
Binghamton	77	45	32	41.56	71.11
Cattaraugus	49	39	20	40.81	51.28
Cayuga	47	38	19	40.42	50.00
Auburn	107	48	36	33.64	75.00
Chautauqua	48	37	21	43.75	56.75
Chemung	47	37	19	40.42	51.85
Elmira	81	51	36	44.44	70.58
Chenango	34	30	16	47.06	53.83
Clinton	65	46	22	33.84	47.82
Columbia	58	41	20	34.48	48.78
Hudson	166	53	36	21.68	67.92
Cortland	41	32	16	39.02	50.00
Delaware	33	29	15	45.45	51.72
Dutchess	66	42	21	31.81	50.00
Poughkeepsie	95	46	32	33.65	69.56
Erie	68	46	22	32.35	47.82
Buffalo	186	57	35	25.73	61.40
Essex	50	39	19	38.00	48.71
Franklin	54	41	21	38.88	51.22
Fulton	67	46	24	35.82	52.17
Genesee	64	45	23	35.93	51.11
Greene	50	39	19	38.00	48.71
Hamilton	38	29	13	34.21	44.82
Herkimer	51	38	21	41.16	55.21
Jefferson	39	33	16	41.02	48.48
Watertown	72	40	26	36.11	65.00
Kings	149	79	37	24.88	46.86
Brooklyn	155	69	42	27.09	60.86
Lewis	45	33	15	33.33	45.45
Livingston	52	38	19	27.35	50.00
Madison	46	37	19	41.30	51.35
Monroe	66	46	25	26.40	54.34
Rochester	131	50	32	24.42	64.00
Montgomery	85	52	25	29.41	48.07
New York	126	75	45	35.71	60.00
Niagara	68	47	23	33.82	48.93
Lockport	98	62	36	36.62	58.06
Oneida	50	37	19	38.00	51.85
Utica	103	43	31	28.52	64.58
Rome	97	61	36	37.11	59.01
Onondaga	53	42	23	43.39	54.76
Syracuse	100	51	37	37.00	72.54
Ontario	55	41	23	41.82	56.09
Orange	78	54	27	34.61	50.00
Newburgh	115	66	39	33.91	59.09
Orleans	59	38	22	37.28	57.89
Oswego	46	33	20	43.48	52.63
City	126	60	41	32.54	68.33
Otsego	40	32	17	42.50	58.12
Putnam	58	44	21	36.21	45.45

COUNTIES AND CITIES.	1.	2.	3.	4.	5.
	Number of children over 5 and under 21 years of age, for each qualified teacher.	Whole number of children attending sch'l any portion of the year, for each qualified teacher.	Average daily attendance per teacher.	Per cent of average daily attendance on whole number of children between 5 and 21 years of age.	Per cent of average daily attendance on whole number of children attending school any portion of the year.
Queens	112	63	32	28.57	50.79
Long Island City.....	181	85	47	35.88	55.29
Rensselaer.....	74	46	25	33.78	54.34
Troy	137	56	38	27.77	67.85
Richmond.....	131	75	38	29.00	50.66
Rockland.....	97	61	30	30.92	49.18
St. Lawrence.....	43	35	18	42.09	51.42
Ogdensburg	115	58	34	29.56	58.62
Saratoga.....	53	39	21	39.62	53.84
Schenectady.....	50	36	16	32.00	44.44
City.....	117	59	38	32.48	64.40
Schoharie.....	43	34	17	39.53	50.00
Schuyler.....	40	32	17	42.50	53.13
Seneca.....	61	45	23	37.70	51.11
Steuben.....	50	40	21	42.00	52.50
Suffolk.....	74	51	28	37.83	54.90
Sullivan.....	57	43	20	36.84	46.51
Tioga.....	46	39	21	45.65	53.84
Tompkins.....	46	31	20	43.47	64.51
Ulster.....	88	54	26	28.42	48.14
Warren.....	52	38	18	34.61	47.86
Washington.....	47	36	19	40.42	52.77
Wayne.....	55	43	24	22.91	55.81
Westchester.....	91	53	28	30.76	52.83
Yonkers.....	168	59	36	21.43	61.01
Wyoming.....	44	36	19	43.18	52.77
Yates.....	47	39	20	42.55	51.28
Towns.....	56	41	21	37.50	51.22
Cities.....	130	64	41	31.54	67.21
State.....	80	49	28	35.00	57.14

SCHOOL TERMS.

The average length of school terms in the cities was forty and three-tenths weeks; in the whole State, thirty-five and four-tenths weeks.

The following table shows the average length of time the schools were in session in the towns, for each of the ten years mentioned:

Years.	Weeks.
1874.....	32.4
1875.....	32.4
1876.....	32.4
1877.....	33.1

Years.	Weeks.
1878.....	33.5
1879.....	33.5
1880.....	33.5
1881.....	33.3
1882.....	33.0
1883.....	33.1

INSTRUCTION.

The number of pupils instructed in the several common schools, normal schools, academies, colleges and private schools, during the year, was as follows:

Common schools.....	1, 041, 089
Normal schools.....	6, 270
Academies.....	32, 126
Colleges.....	7, 544
Private schools.....	119, 952
Law schools.....	559
Medical schools.....	3, 011
Total.....	1, 210, 551

TEACHERS.

The whole number of teachers employed in the common schools was:

Years.	Males.	Females.	Totals.
1882....	7, 123	24, 110	31, 233
1883....	6, 723	24, 847	31, 570

The number reported as "employed at the same time for twenty-eight weeks or more," in each of the last five years, is given in the following table:

Years.	Cities.	Towns.	State.
1878.....	5, 988	13, 960	19, 948
1879.....	6, 194	14, 103	20, 297
1880.....	6, 358	14, 239	20, 597
1881.....	6, 481	14, 250	20, 731
1882.....	6, 562	14, 340	20, 902
1883.....	6, 746	14, 371	21, 117

The reports for many years have indicated a gradual annual increase in the number of teachers employed during the full legal school term of twenty-eight weeks. This is an encouraging fact, as it shows an increasing interest, on the part of teachers, in educational work.

TEACHERS' LICENSES.

The following statement shows by whom the teachers employed in the schools were licensed :

	Normal Schools.	Supt. Pub. Inst.	Local Officers.	Totals.
1882.				
Cities.....	370	383	6,669	7,422
Towns.....	813	580	22,418	23,811
Totals.....	<u>1,183</u>	<u>963</u>	<u>29,087</u>	<u>31,233</u>
1883.				
Cities.....	369	387	6,909	7,665
Towns.....	911	523	22,471	23,905
Totals.....	<u>1,280</u>	<u>910</u>	<u>29,380</u>	<u>31,570</u>

TEACHERS' WAGES.

The amount expended for teachers' wages was :

Years.	Cities.	Towns.	State.
1876.....	\$3,220,033 27	\$3,745,771 24	\$7,965,804 51
1877.....	4,292,195 98	3,623,437 53	7,915,633 51
1878.....	4,240,294 30	3,516,550 01	7,756,844 31
1879.....	4,226,050 50	8,374,341 50	7,600,392 00
1880.....	4,296,887 89	3,342,032 99	7,638,921 88
1881.....	4,413,319 98	3,362,185 24	7,775,505 22
1882.....	4,502,289 07	3,483,972 24	7,986,261 31
1883.....	<u>4,639,086 67</u>	<u>3,626,366 16</u>	<u>8,265,452 83</u>

The average annual salary for each teacher, calculated from the foregoing statement, was :

Years.	Cities.	Towns.	State.
1876.....	\$740 09	\$273 73	\$411 83
1877.....	728 73	261 66	401 04
1878.....	708 13	251 90	388 85

Years.	Cities.	Towns.	State.
1879.....	682 28	239 26	374 45
1880.....	675 82	234 70	369 56
1881.....	680 96	235 94	375 06
1882.....	686 11	242 95	382 08
1883.....	687 67	252 35	391 43

The average weekly wages was :

Years.	Cities.	Towns.	State.
1878.....	\$17 27	\$7 52	\$10 86
1879.....	16 60	7 14	10 45
1880.....	16 68	7 00	10 35
1881.....	16 89	7 08	10 56
1882.....	17 06	7 36	10 82
1883.....	17 06	7 62	11 06

DISTRICT QUOTA.

The "district quota" is determined annually, on or before the 20th of January, by dividing the aggregate amount apportioned for that purpose by the number of teachers employed during the previous year, in the several districts, for the prescribed legal term of twenty-eight weeks.

The amount paid as a "district quota" was :

Years.	
1879.....	\$48 42
1880.....	47 60
1881.....	46 88
1882.....	46 50
1883.....	46 11
1884.....	45 54

SUMMARY.

The following is a summary of the statistical reports for the year ending September 30, 1883. For a detailed statement by counties, see table No. 4, in the appendix.

	Cities.	Towns.	State.
Number of districts .....	.....	11,239	11,239
Number of teachers employed at the same time for twenty-eight weeks or more.....	6,746	14,371	21,117
Number of children between five and twenty-one years of age ..	878,224	806,876	1,685,100
Number of male teachers employed.....	720	6,003	6,723
Number of female teachers employed.....	6,945	17,902	24,847
Number of children attending the common schools.....	453,099	587,990	1,041,089
Average daily attendance.....	278,793	304,349	583,142
Number of visitations by school commissioners... ..	.....	18,294	18,294
Number of volumes in district libraries.....	173,820	527,855	701,675
Number of log school-houses....	.....	66	66
Number of frame school-houses..	44	10,051	10,095
Number of brick school-houses...	407	953	1,360
Number of stone school-houses...	9	384	393
Whole number of school-houses..	460	11,454	11,914

PUBLIC MONIES.

The following table shows the receipts and payments on account of the Common School Fund during the year:

Receipts.

Interest on bonds for lands.....	\$6,720 31
Interest on bonds for loans.....	1,819 38
Interest on loan of 1840.....	2,150 73
Interest on United States bonds.....	101,398 32
Interest on District of Columbia bonds.....	8,212 50
Interest on Albany city and county bonds.....	9,330 00
Interest on bonds, town of Middletown.....	2,120 00
Dividends on stock of Manhattan Company.....	4,000 00
Rent of land.....	79 07
From revenue of U. S. Deposit Fund....	75,000 00
From General Fund, for premium and expenses paid on securities purchased	298,151 92
From General Fund, for deficiency in revenue.....	57,581 88
From General Fund, for interest on money used by said fund.....	11,238 23
	<u>\$577,802 34</u>

Payments.

Deficiency of revenue, October 1, 1882.....	\$57,581 88
Dividends to common schools.....	245,000 00
Premiums, interest and commissions on securities purchased.....	343,712 02
Indian schools.....	5,512 86
	<hr/>
	\$651,806 76
Deficiency in revenue September 30, 1883.....	74,004 42
	<hr/>
	<u>\$577,802 34</u>

FREE SCHOOL FUND.

The following table shows the receipts and payments on account of the State school tax during the year:

Receipts.

Balance on hand October 1, 1882..	\$179,404 57
Proceeds of tax.....	3,060,778 83
Interest on deposits.....	2,901 48
Money returned on erroneous apportionment....	46 11
	<hr/>
	<u>\$3,243,130 99</u>

Payments.

Regular apportionment to counties.....	\$2,745,651 54
Supplementary apportionment.....	2,239 11
Albany Normal School.....	18,005 63
Brockport Normal School.....	18,461 05
Buffalo Normal School.....	17,877 71
Cortland Normal School.....	24,719 63
Fredonia Normal School.....	18,000 00
Geneseo Normal School.....	16,972 79
Oswego Normal School.....	18,000 00
Potsdam Normal School.....	18,962 13
Indian schools.....	2,517 30
Teachers' institutes.....	15,770 66
Fees of county treasurers.....	934 29
School commissioners.....	89,600 00
Balance on hand September 30, 1883.....	235,419 15
	<hr/>
	<u>\$3,243,130 99</u>

STATEMENT OF ALL SCHOOL MONEYS RECEIVED AND APPORTIONED.

The State school moneys for the fiscal year ending September 30, 1884, are to be derived from the following sources:

From the United States Deposit Fund.....	\$75,000 00
From the Common School Fund.....	170,000 00
From the State School Tax.....	2,839,600 00
	<u>\$3,084,600 00</u>

The apportionment has been made, as required by law, and is as follows:

For salaries of school commissioners.....	\$89,600 00
For supervision in cities and villages	51,600 00
For libraries.....	50,000 00
For contingent fund, including \$52.35 for separate neighborhoods.....	3,972 28
For Indian schools.	3,193 60
For district quotas.....	962,078 04
For pupil and average attendance quotas.....	1,924,156 08
	<u>\$3,084,600 00</u>

The following table is a summary of the financial reports relating to common schools, for the year ending September 30, 1883. For a detailed statement by counties, see appendix, table No. 5:

RECEIPTS.	Cities.	Towns.	State.
Amount on hand October 1, 1882.....	\$970,949 23	\$381,892 63	\$1,332,841 86
Apportionment of public moneys	1,313,165 10	1,636,437 72	2,999,602 82
Proceeds of gospel and school land	8 14	22,890 08	22,898 22
Raised by tax	5,263,772 09	2,977,691 00	8,241,463 09
Estimated value of teachers' board.....		87,563 71	87,563 71
From all other sources	194,736 54	326,958 90	521,695 44
Totals	\$7,742,631 10	\$5,463,434 04	\$13,206,065 14
PAYMENTS.			
For teachers' wages.....	\$4,639,096 67	\$3,626,368 16	\$8,265,465 83
For libraries.....	19,654 96	18,144 70	37,799 66
For school apparatus.....	136,090 29	36,573 06	172,663 35
For colored schools	36,664 54	8,298 10	44,962 64
For school-houses, sites, etc.....	1,066,341 67	856,322 60	1,922,664 27
For all other incidental expenses	871,978 82	539,466 07	1,411,444 89
Forfeited in hands of supervisors		568 45	568 45
Amount on hand September 30, 1883.....	972,814 15	374,656 90	1,347,471 05
Totals	\$7,742,631 10	\$5,463,434 04	\$13,206,065 14

By deducting from the totals, under the head of payments, the sums remaining on hand September 30, 1883, it appears that the actual expense of maintaining the common schools during the year was as follows:

In the cities	\$6,769,816 95
In the towns.....	5,088,777 14
Total	<u>\$11,858,594 09</u>
Corresponding total for 1882.....	<u>11,183,027 42</u>
Increase.....	<u><u>\$675,566 67</u></u>

The total expenditures for the maintenance of our public schools in each year, from 1850 to the present time, is shown in the following table:

1850.....	\$1,607,684 85
1851.....	1,884,826 16
1852.....	2,249,814 02
1853.....	2,469,248 52
1854.....	2,666,609 36
1855.....	3,544,587 62
1856.....	3,323,049 98
1857.....	3,792,948 79
1858.....	*2,500,000 00
1859.....	3,664,617 57
1860.....	3,744,246 95
1861.....	3,841,270 81
1862.....	3,955,664 33
1863.....	3,859,159 21
1864.....	4,549,870 66
1865	5,735,460 24
1866.....	6,632,935 94
1867.....	7,683,201 22
1868.....	9,040,942 02
1869.....	9,886,786 29
1870.....	9,905,514 22
1871.....	9,607,903 81
1872.....	10,416,588 00
1873.....	10,946,007 21
1874.....	11,088,981 70
1875.....	11,459,353 43
1876.....	11,439,038 78

*Estimated.

1877.....	10,976,234 45
1878.....	10,626,505 69
1879.....	10,348,918 08
1880.....	10,296,977 26
1881.....	10,808,802 40
1882.....	11,183,027 42
1883.....	11,858,594 09
Total.....	<u>\$237,595,371 08</u>

The following table shows the entire amount expended during the year for the maintenance of public educational interests, not including appropriations made to orphan asylums and other public charities in which instruction is given :

For the wages of common school teachers.....	\$8,265,452 83
For district libraries	37,799 66
For school apparatus	172,668 35
For colored schools	44,960 64
For buildings, sites, furniture, repairs, etc.	1,925,671 27
For other expenses incident to the support of common schools	1,411,474 89
State appropriation for the support of academies.	43,178 95
State appropriation for teachers' classes in academies	17,585 99
For teachers' institutes.....	15,770 66
For normal schools	152,669 21
For Elmira Female College	2,795 00
For Indian schools.....	8,010 16
For Department of Public Instruction.	20,103 37
For Regents of the University	9,586 04
For salaries of school commissioners.....	89,600 00
Total	<u>\$12,217,327 02</u>
Corresponding total for 1882.....	<u>11,563,208 61</u>
Increase.....	<u>\$654,118 41</u>

DISTRICT LIBRARIES.

The year 1883 furnishes no exception to the general rule of annual decrease in the number of volumes in the district libraries, which has prevailed for the last thirty years. The number of volumes reported is less by 3,959 than the number reported for 1882.

The district libraries reached their maximum in the year 1853. Since then their descent has been substantially straight down the scale to the year just closed, which registers the lowest number reported since the downward course began.

Previous to the year 1838, each school district was authorized by law to raise a tax not exceeding twenty dollars the first year, and ten in every subsequent year, to purchase books for a district library. In that year the Legislature provided that \$55,000, from the income of the United States Deposit Fund should be applied annually for the same purpose, the distribution of the money to be conditioned upon the raising in each town of an amount equal to that apportioned by the State. In 1839 it was further provided that, if by reason of non-compliance with such conditions, any library money should be withheld from any district, the same might be distributed among other districts complying with the condition. Such condition continued until the passage in 1851, of the Free School Act, so called.

In 1875 the statute fixed the annual appropriation of library money at \$50,000.

In 1843 provision was made which is still in force, that whenever a district, having a specified number of children of school age, has a library of a specified number of volumes, the library money apportioned to the district may be applied to the purchase of maps, globes, blackboards, or other scientific apparatus. Subsequently, a clause was incorporated into the statute, providing that in every district having the required number of volumes in the library, and the "maps, globes, blackboards and other apparatus aforesaid," such money, with the approbation of the Superintendent of Public Instruction, may be applied to the payment of teachers' wages. The right to divert the library fund from the purpose originally intended was still further enlarged by a statute passed in 1858, and now in force, which permitted trustees, whenever the library money apportioned to a district was less than three dollars, to apply the amount to the payment of teachers' wages.

Under the operation of these laws the following table, showing

the reported number of volumes in the district libraries, annually for thirty-one years, and the corresponding annual amounts appropriated and expended for such libraries, exhibits a series of dissolving views which should be of interest to the curious tax-payer :

Years.	No. Volumes.	Appropriated.	Expended.
1853	1,604,210	\$55,000 00	\$49,499 39
1854	1,572,270	55,000 00	43,657 06
1855	1,494,542	55,000 00	55,216 31
1856	1,418,100	55,000 00	54,790 75
1857	1,377,933	55,000 00	32,163 75
1858	1,402,253	55,000 00	35,382 01
1859	1,360,507	55,000 00	38,361 58
1860	1,286,536	55,000 00	34,035 87
1861	1,305,377	55,000 00	34,145 37
1862	1,326,682	55,000 00	32,912 92
1863	1,172,404	55,000 00	29,465 65
1864	1,125,138	55,000 00	26,891 51
1865	1,269,125	55,000 00	26,816 08
1866	1,181,811	55,000 00	27,500 18
1867	1,112,011	55,000 00	24,439 25
1868	1,064,830	55,000 00	26,632 54
1869	1,026,130	55,000 00	26,897 85
1870	986,697	55,000 00	30,651 82
1871	928,316	55,000 00	63,505 38
1872	874,193	55,000 00	26,059 50
1873	856,555	55,000 00	27,203 79
1874	831,554	55,000 00	33,013 26
1875	809,141	55,000 00	33,225 90
1876	804,802	50,000 00	30,762 32
1877	765,546	50,000 00	31,125 71
1878	751,534	50,000 00	28,555 58
1879	755,380	50,000 00	32,071 12
1880	735,653	50,000 00	30,398 51
1881	707,155	50,000 00	35,499 22
1882	705,634	50,000 00	35,805 75
1883	701,675	50,000 00	37,799 66
Total		<u>\$1,665,000 00</u>	<u>\$1,074,435 39</u>

It will thus be seen that while, from 1853 to 1883 inclusive, the Legislature has appropriated the sum of \$1,665,000 for district libraries, and after deducting therefrom \$590,564.61, the amount devoted to other purposes, there remains the sum of \$1,074,435.39 expended for such libraries, the number of volumes during the same period has decreased from 1,604,210 to 701,675.

Of the number of volumes reported the last year, 173,820 are in the cities, and 527,855 are, or are reported to be, in the district libraries of the towns. Of the latter number, from the best information I am able to obtain, I estimate that no less than three-fourths are in the district libraries of village and union free schools, leaving to the remaining country districts, numbering at least 10,500 districts, only 131,964 volumes, or an average of twelve volumes each.

The libraries in the cities are usually well cared for, and the same may be said of most of the libraries in the village and union free schools.

In the remaining districts the case is quite different, and, judging from the reports of school commissioners for a series of years, there is reason to believe that, in a large number of these districts, even the small number of volumes supposed to be still in their district libraries exists only in the reports of trustees. A majority of the rural districts are wholly unprovided with cases for the placing and preservation of their books. A general indifference prevails in them, in regard to their district libraries, and the few volumes still remaining are, for the most part, old, worn out and worthless.

Outside of the cities the average of library money apportioned to the several school districts is less than three dollars to each, so that, in a large majority of the town districts, under the law, the whole amount may be applied by the trustees to the payment of teachers' wages, and as every dollar applied lessens by so much the amount necessary to be raised by district tax to supply any deficiency in the amount apportioned by the State to pay such wages, the inducement to make such application becomes very apparent.

During the last year, of the 11,239 school districts in the towns, 9,485 applied their quota of library money to the payment of teachers' wages.

Just what is the best remedy to apply, in view of this steady and ruinous decrease in the number of volumes in the district libraries, is a question not very easy to determine, but the subject is one which calls for the serious consideration of the Legislature.

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1857	1,377,933	55,000 00	32,163 75
1858	1,402,253	55,000 00	35,382 01
1859	1,360,507	55,000 00	38,361 58
1860	1,286,536	55,000 00	34,035 87
1861	1,305,377	55,000 00	34,145 37
1862	1,326,682	55,000 00	32,912 92
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It will thus be seen that while, from 1853 to 1883 inclusive, the Legislature has appropriated the sum of \$1,665,000 for district libraries, and after deducting therefrom \$590,564.61, the amount devoted to other purposes, there remains the sum of \$1,074,435.39 expended for such libraries, the number of volumes during the same period has decreased from 1,604,210 to 701,675.

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During the last year, of the 11,239 school districts in the towns, 9,485 applied their quota of library money to the payment of teachers' wages.

Just what is the best remedy to apply, in view of this steady and ruinous decrease in the number of volumes in the district libraries, is a question not very easy to determine, but the subject is one which calls for the serious consideration of the Legislature.

Two different systems have prevailed at different periods in regard to the district libraries. The first involved a substantial application of the library money apportioned to the purchase of books, and conditioned its application upon the contribution of an equal amount by the district. The second, by various provisions in differing forms, which crept into the statute, permitted, if it did not hold out a direct inducement for the diversion of the fund to other than library purposes. Under the first the libraries grew up to over a million and a half volumes. Under the second they have withered and dwindled away to less than three-quarters of a million. The first proved its efficiency by practical results. The second has proved its inefficiency by results, though deplorable, equally practical.

In view of this actual experience, I would, therefore, recommend the passage of an act embodying the essential features of the law, respecting district libraries, as it existed previous to the year 1851, authorizing the several districts to raise by tax an amount for their libraries equal to the amount of their respective quotas of library moneys apportioned by the State; making the payment of the amount apportioned dependent upon the raising of such equal amount, the quotas forfeited by non-compliance with the condition to be distributed among the districts which have complied, and rigidly restricting the application of the money to the purchase of books. Such a law might be passed, if only by way of an experimental test, for a few years. The rescue of the district library system in the towns from the absolute extinction which seems to be near at hand is well worth the experiment. If it should fail to produce desirable results, it would be, I think, because the case is beyond the reach of cure, and the annual appropriation of library money should be abandoned, or, what would probably be better, the expenditure of the small quotas, apportioned to the rural districts, be confined to paying for one or more educational journals for the use of trustees and teachers. A few good, wide-awake journals, devoted exclusively to educational matters, would instill into their minds many new and profitable ideas, and would conduce much

more effectively to the improvement of the schools than the class of books usually found in their district libraries.

INSTRUCTION OF TEACHERS.

1. NORMAL SCHOOLS.
2. TEACHERS' CLASSES.
3. TEACHERS' INSTITUTES.

The adoption of some adequate means by which the qualification of teachers in the common schools might be raised, and their efficiency for school work increased, was, long ago, felt to be a matter of pressing necessity by those who gave the largest attention and closest study to educational interests. How this desirable object was to be best accomplished afforded at an early day a subject for ample discussion in Governors' messages, reports of superintendents, at educational meetings, and generally among thoughtful men engaged in the educational field. Agitation and discussion naturally excited increased interest in the subject and developed useful ideas. It came to be understood and, for the most part, admitted that a good general education was not all that was necessary to constitute a good teacher, that teaching was not a mere routine business, fixed and stationary from age to age, but was progressive, and, like other sciences, it should develop and enlarge in its scope and advance with the advancing tide of modern thought and improvement; that good teaching involved special fitness in many essentials, only to be acquired by special training in the ways and methods which the broadest and best experience finds to be most efficacious for good results in the school-room.

Without further considering the rise and progress of the system of instruction of teachers, finally adopted, it will suffice to say that the State now provides such instruction by these three methods: normal schools, teachers' institutes, and teachers' classes in the academies and academical departments of union free schools.

The attendance, under this special instruction, during the last year, was as follows:

In normal schools (normal departments).....	3, 063
In teachers' classes.....	1, 611
In teachers' institutes.....	14, 477
Total.....	<u>19, 151</u>

NORMAL SCHOOLS.

When I took charge of the Department of Public Instruction, on the 7th of April last, I came to that trust prepossessed with the belief that the normal schools were not, in fact, accomplishing the purpose designed and expected upon their organization, and that, measured by their results, they were too costly an experiment.

Wider opportunities for observation and the facilities for closer inspection of their actual operation, which a somewhat intimate official relation with them has afforded, have tended to modify my views considerably in respect to their practical utility and to inspire me with, what seems a reasonable hope, that the anticipations of their friends may in time be substantially realized.

Normal schools in this State, as a part of the free school system, may be considered to be permanently established. Not that all their details of organization are settled. In several particulars improvements will probably come in due time. Among other things it is to be desired that the relative proportion of strictly normal school instruction be enlarged, and that which is merely elementary and academic, and which may as well be obtained in other schools, be diminished. They would thus be enabled more effectually to accomplish the direct purpose of their creation, the fitting of teachers for the common schools, the large annual expenditure by the State for their maintenance would be productive of more practical and useful returns, and the existence of the normal schools would be regarded generally with a larger degree of satisfaction. I am not now prepared to recommend or suggest any definite plan by which these and other needed improvements may be secured.

The eight State normal schools were opened at the several places of their location as follows: at Albany in the year 1844; Oswego in 1861; Brockport in 1867; Cortland, Fredonia and Pots-

dam in 1869, and at Geneseo and Buffalo in 1871. The details of their work during the past year will be found in the reports of the several local boards and in table No. 9, in the appendix accompanying this report. The number of graduates from these schools has been steadily increasing for a number of years.

An examination of the reports for the last ten years shows that the number of teachers in the common schools holding normal school diplomas has increased each year over the number of the preceding year; that the whole number of teachers in the common schools of the State holding such diplomas has more than doubled, and the number in common schools in the towns has about trebled during that period. For instance, in 1873 the whole number of teachers employed in the public schools, on such diplomas, was 632. In 1883 it was 1,280. In 1873 the whole number so employed in the public schools of the towns was 337. In 1883 it was 911.

School officers have not been required to report the number of teachers employed in the common schools who have taken a partial course of instruction in the normal schools, but from casual mention in several of them and from other sources of information, I judge that the number of such, at least equals, if it does not exceed, the number of teachers holding normal school diplomas.

I learn from Dr. A. B. Watkins, inspector of teachers' classes under appointment of the Regents of the University, that over half of the teachers employed to instruct teachers' classes in the academies and academical departments of union free schools hold normal school diplomas.

The six normal schools opened from 1867 to 1871 have hardly been long enough in existence to enable either of them to enter, in very large proportion, into the general record of the operation and results of the normal school system. A fairer estimate of the possibilities of the normal schools may be formed by an examination of the work of the State Normal School at Albany during the last forty years, as exhibited in the report of the executive committee of that school, to be found in the appendix.

During the past year, President Waterbury has instituted a very

laborious and extensive examination into the history of the graduates of this institution, with the view of ascertaining the amount of school work done by each. From this exhibit it appears, among other things, that of the 2,586 graduates, reports have been received from 2,420; that this latter number taught an average of seven and thirty-five one-hundredths years each, and assuming that those unreported did not teach at all, giving an average of six and eighty-four one-hundredths years each for the whole number of graduates.

It may be observed, however, that the teaching was not all done in this State.

Better wages paid for good teachers elsewhere, and especially in the Western States, has a strong tendency to draw away from us our best teaching material, whether issuing from the normal schools, or other institutions of learning.

In view of the dilapidated condition of the normal school building at Albany, the last Legislature appropriated the sum of \$125,000 and the proceeds of the sale of the old building and site, yet to be made, for the purpose of purchasing a new site and erecting a new building. This was the result of an examination of the old building, by the finance committee of the Senate, while having under consideration an application for a small appropriation for repairs, their conclusion being that any mere repairs, in the present condition of its walls, would involve a useless expenditure. The executive committee have purchased a site on Willett street, fronting upon Washington Park, the contracts for the building have all been let, and the work will be in progress early in the spring.

The following table shows the whole number of graduates from the normal departments of the normal schools last year; the whole number of such graduates since the opening of the schools, and the number attending in the normal departments during the last year :

	Graduates 1883.	Graduates since opening.	Attendance in 1883.
Albany.....	86	2,672	515
Brockport.....	20	301	392
Buffalo.....	19	263	233
Cortland.....	46	395	504

	Graduates 1883.	Graduates since opening.	Attendance in 1883.
Fredonia.....	10	310	208
Geneseo.....	26	230	458
Oswego.....	56	1,102	372
Potsdam.....	25	260	381
	<u>288</u>	<u>5,533</u>	<u>3,063</u>

The whole number of pupils attending these eight normal schools in all their departments, during the last year, as shown by a table elsewhere in this report, was 6,270.

TEACHERS' CLASSES.

Under the provisions of chapter 425 of the Laws of 1877, the Regents of the University are authorized to designate academies and union free schools in which classes may be organized and instruction given "in the science and practice of common school teaching."

Teachers' classes have, for many years, been authorized in some of the academies, but until recently they have not constituted a very important feature in the general system of special training in the art of teaching. With increased facilities and a more systematic method of organization and supervision, afforded by recent legislation, they are beginning to give promise of greater usefulness. They are now under the supervision of an inspector appointed by the Regents and are also subject to the visitation of the school commissioner of the district in which the academy or union school is situated, who is required to assist in the organization, management and final examination of the classes, and to report thereon to the Regents of the University.

The number of academies and union free schools designated during the last year, by the Regents, for the organization of teachers' classes, was ninety-five, and, as stated under the head of "Instruction of Teachers," the whole number attending in such classes was sixteen hundred and eleven.

A list of the institutions designated for this purpose will be found in the appendix.

TEACHERS' INSTITUTES.

The same number of teachers' institutes was held during the past year as was held during the year immediately preceding. Institutes were held in fifty-eight of the fifty-nine counties of the State exclusive of the county of New York, and in each of fifteen of them there were two held, one in the spring and one in the fall, thus making the aggregate in the State seventy-three.

The following comparative summary for the ten years ending December 31, 1883, is submitted:

TEACHERS' INSTITUTES.
COMPARATIVE SUMMARY for the ten years ending December 31, 1883.

YEARS.	Number of coun- ties.	Number of insti- tutes.	Number of teach- ers in attend- ance.	Average number of teachers per county.	Average number of teachers per institute.	Per cent of attend- ance on the whole number of teach- ers in counties where institutes are held.	Amount paid by the State.	Average expense per county.	Average expense per teacher.
1874.....	58	58	11,478	198	198	72.2	\$16,319 89	\$281 36	\$1 42
1875.....	58	58	10,933	188	188	67.0	16,207 89	279 44	1 48
1876.....	58	59	10,991	189	187	66.0	13,119 78	226 20	1 19
1877.....	58	59	11,892	205	201	70.4	13,019 84	224 48	1 09
1878.....	58	73	15,354	230	182	78.1	14,698 01	253 41	1 10
1879.....	58	78	14,569	*251	186	84.2	14,829 22	255 67	1 01
1880.....	58	79	15,404	265	195	87.8	15,618 50	269 28	1 01
1881.....	58	77	13,209	227	171	74.8	16,936 87	292 01	1 28
1882.....	58	73	13,231	228	181	74.4	16,040 72	276 56	1 24
1883.....	58	73	14,477	258	198	80.9	15,770 66	271 90	1 08

The regular corps of instructors of teachers' institutes during the year were Professors James Johonnot, of Princeton, N. J.; Francis P. Lantry, Manlius, N. Y.; John Kennedy, New York, and Dr. John H. French, of Northampton, Mass. In consequence of ill health, Prof. Kennedy resigned in July last. The vacancy thus occasioned was filled by the appointment of Prof. Eugene Bouton, of Albany, whose services as one of the regular corps commenced on the 1st day of January, 1884. The persons thus employed devote their entire time during the year to institute work.

In addition to the above the following named persons have been employed occasionally during the year as instructors of institutes:

Prof. Charles T. Barnes, Little Falls, N. Y.
Prof. Charles T. Pooler, Deansville, N. Y.
Prof. Henry C. Northam, Lowville, N. Y.
Prof. Esmond V. De Graff, Washington, D. C.
Prof. L. B. Newell, Westport, N. Y.
Prof. Henry R. Sanford, Middletown, N. Y.
Prof. Eugene Bouton, Albany, N. Y.
Prof. Ruggles E. Post, Ithaca, N. Y.
Prof. Jonathan Tenney, Albany, N. Y.
Prof. Charles D. Larkins, Fayetteville, N. Y.
Prof. Elisha Curtis, Sodus, N. Y.
Prof. Henry A. Balcom, Owego, N. Y.

Although the number of institutes held during the past year was the same as in 1882, it will be seen by reference to the preceding table that there was an improvement in several particulars. The aggregate number of teachers in attendance was larger than in 1882 by 1,246; the average number of teachers attending per county was larger by twenty; the average number per institute was larger by seventeen; the percentage of attendance on the whole number of teachers, in counties where institutes were held, was larger by six and five-tenths, while the amount paid by the State was less by \$270.06.

The course of instruction in the normal schools, covering a period of two years, insures a more enlarged and thorough special training than can possibly be attained by either of the other methods adopted

by the State for the instruction of teachers. But even with free tuition and use of books, attendance upon any considerable part of the course involves an expense which practically debars a very large majority of the teachers employed in the public schools from the immediate advantages offered by these institutions. They directly reach, therefore, a comparatively small portion of the thirty-one thousand teachers in the public schools, especially those in the rural districts.

Instruction in the teachers' classes in the academies and academical departments of union free schools, covers a much shorter period, and the training is necessarily less thorough in character and narrower in its scope, but, being spread more generally over the State, it comes nearer home to the multitude of teachers, and is contributing valuable aid in bettering their qualifications and promoting their efficiency. The amount of money devoted to the maintenance of these classes and the facilities afforded for their instruction are limited, and hence their influence is as yet relatively small.

The system of teachers' institutes, held in all but two of the counties of the State (New York and Hamilton), comes nearer to reaching the great body of teachers actually employed in the public schools in the towns, with opportunities for special instruction in the art of teaching, than any other method yet tried. The time devoted in each county each year to this instruction, one or two weeks, is necessarily short, but by judicious adjustment of the subject-matters to the time allotted, very practical and profitable instruction is annually disseminated just where it is calculated to produce immediate beneficial results in the school-rooms.

I believe the teachers' institutes, as at present organized and conducted, are doing good and practical work. The persons attending them are teachers actually engaged in the schools. They go, for the most part, anxious to learn and ready to put what they learn to immediate use. It is the aim of the Department to select for conductors, only persons of approved ability, of thorough experience and of special aptness for the difficult and arduous duty assigned to them. The closeness of the relations of the institutes with the

schools may be seen from the fact, as exhibited by the reports, that the whole number of teachers attending the institutes, during the past year, considerably exceeds one-half of all the teachers employed in the public schools in the towns during the year.

The Legislature has wisely provided various statutory inducements to increase the attendance of teachers at the institutes. Under the statute, absence by a teacher from school while attending a teachers' institute held in the county, not exceeding three weeks, does not constitute a breach of the contract to teach. Trustees are forbidden, under penalty of losing a portion of the public money distributed to the district, to deduct any thing from the teachers' wages on account of such absence. In the apportionment of the district quotas time thus spent by a teacher is counted as time employed in teaching, and as a part of the twenty-eight weeks which a school must be taught in a district to entitle it to share in the distribution of such quotas. Each school commissioner is required "to induce, if possible, all the teachers in his district to be present and take part in the exercises," and to notify them of the time and place of holding the institutes.

Notwithstanding the very evident purpose of the Legislature, manifested in the above and other statutory provisions, to secure general attendance by the teachers at the sessions of the institutes, I find in many places, and especially in some union free schools, an inclination on the part of trustees and boards of education, directly or indirectly, to discourage such attendance by the teachers employed by them. The teachers, although knowing their legal right to absent themselves from school, for this purpose, are naturally not disposed to insist upon their strict right, when by so doing they have reason to believe they will incur the disapproval, or hostility, of their immediate employers.

Some remedy should be provided against this adverse influence. In some States it is effectually stopped by a legislative enactment, requiring all the public schools in the county to be closed during the session of a teachers' institute in the same county.

I am disposed to think that in many districts this absence of en-

couragement, or actual discouragement, arises from the fact that by closing the school during such period, the average attendance of pupils in the school for the school term would be slightly lessened, and the public money distributed to the district, by the law now in force, under that part of the apportionment based upon the average daily attendance of pupils, would be thereby slightly decreased.

If the more stringent remedy referred to above, enforced in other States, should not be deemed expedient, I would recommend, as a further inducement to secure increased attendance of teachers at institutes, that each school in the towns, closing its doors during the session of a teachers' institute, held during a school term, in the same county, be allowed in the apportionment the same average daily pupil attendance for such time as was its daily average during that portion of the school term which had elapsed at the time of the commencement of the session of the institute.

Interesting and suggestive reports in relation to institute work, made at my request, by Professors Johonnot, French and Lantry, members of the regular corps of instructors in active service at the close of the year, will be found in the appendix.

UNION FREE SCHOOLS.

By an act passed in 1853 and afterward included in the General School Law of 1864, as title IX, school districts were permitted, severally or jointly, to resolve themselves into union free school districts, with boards of education, having authority to grade and classify the schools under their management, and to establish therein departments in which the usual academical studies may be pursued and possessing somewhat broader powers generally than trustees of common school districts.

Under the operation of this law the number of union free schools has been gradually increasing, until now there are in the State three hundred and thirty-five such schools. Besides these there are sixty-five schools, organized under special acts of the Legislature, varying somewhat in matters of detail, but substantially

similar in the character of their organization and system of management to the union free schools.

The growing tendency to such special legislation for the organization of schools, which might be organized under the general act, is to be deprecated, as its effect is to add increasing complexity to the general system, which would be improved in its operation by greater simplicity and uniformity.

The formation of union free school districts, under the general law, in centers of population where more facilities and greater ability to maintain good schools are afforded than exist in the more sparsely populated districts, deserves to be encouraged. These schools are, as a general rule, a very decided improvement upon the ordinary district schools. With rare exceptions, they pay better wages and employ a better class of teachers; their attendance is much larger so as to admit of systematic grading and classification; they afford a wider range of studies and better methods of instruction. Opposition to their formation is sometimes met with generally from two classes of people:

1. Those who do not believe in general free instruction at the expense of the State. This class is gradually diminishing. Our free school system, the result of many years of discussion, of devoted and arduous work, of patient waiting and of hotly-contested struggles, on the part of the friends of popular education, is finally established on a stable and permanent basis. In any system of civilized government it is for the interest of the State that the people be well informed. But in ours, where the governing power comes from the mass of its citizens and our republican institutions rest upon the virtue and intelligence of the people, as a matter of public economy, the State can well afford the expense involved in a system of free education. It, and the aggregate of its citizens whom it represents, receive in return an ample equivalent, in the lessening of crime, and in the consequent lessening of the expense involved in providing remedies for its prevention and punishment for its commission.

2. Those who, admitting that the State should educate its children a little, object to its educating them much.

This class is more numerous than the first. They would have free instruction confined to a few elementary subjects of study; as reading, arithmetic and writing, and perhaps a little geography. The union schools, they think, carry the pupils too far along on the road to knowledge.

On the other hand there are many who would have the State furnish an almost unlimited range of study in its system of free instruction. They favor not only the academical studies, so called, including the ancient and modern languages, but a large part of what is covered by the ordinary college or university course.

There is a manifest difficulty in knowing just where to draw the line between the merely rudimentary course favored by some and this higher course advocated by others. Some reasonable mean between these two extremes would probably be found to be the most feasible and useful and likely to give most general satisfaction.

The legal period of school age was formerly between five and sixteen years. The State has, wisely, I think, extended the maximum limit to the age of twenty-one years. The purpose in this was, evidently, to enlarge the period of opportunity and thus to enable the youth of the State to avail themselves of a broader and higher education than was, at first, obtainable in the common schools. This, of course, involves a somewhat larger amount of money to be raised by tax for the maintenance of the system, and the inquiry is sometimes heard, where is all this to end? Is there to be no limit in the matter of taxation for the schools?

I do not believe in the doctrine that the child has any inherent right to be educated at the expense of the State. But I do believe that the State has the right, and it is its duty in furtherance of its functions as preserver of the peace and good order of society and of the personal and property rights of the people, to see that its children growing up to be its future citizens should be educated. If it be asked, to what extent? the answer is, that as a matter of judicious public policy it is for the interest of the State, representing the aggregate of citizens composing it, that its youth should have that measure of free education which, within the limits of a reason-

able public economy, may be needful for a fairly intelligent exercise of the rights and duties of citizenship.

STATE CERTIFICATES.

Examinations of applicants for State certificates were held in accordance with the following circular:

STATE OF NEW YORK :

DEPARTMENT OF PUBLIC INSTRUCTION,
SUPERINTENDENT'S OFFICE, ALBANY, *June 9, 1883.* }

To School Commissioners and City Superintendents of Schools :

In pursuance of the law of 1875, I have ordered that examinations of applicants for State certificates be held at the high school buildings in Albany, Binghamton, Rochester, Watertown, and at the rooms of the board of education, New York city, corner Grand and Elm streets, commencing on Wednesday, the 11th day of July, 1883, at 2 o'clock, P. M.

The examinations will, as heretofore, be conducted by competent persons, the results reported to me, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examination in the following named branches: Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, Outlines of American History, Arithmetic, Elementary Algebra and Plane Geometry.* They will also be expected to have a general knowledge of Book-keeping, Rhetoric, the Natural Sciences, Linear and Perspective Drawing, General History, General Literature, Methods, School Economy, Civil Government and School Law.

All candidates who pass the required percentage in one or more of the designated studies, but not in all, will be credited, at this Department, for those studies in which they shall have passed, and will not be required to be again examined in the same studies, and on passing the required percentage in the remaining designated

* In place of geometry, candidates may offer themselves, if they choose, for examination in Latin, as far as three books of Cæsar.

studies, at any subsequent examination for State certificates, held not later than the third year thereafter, will be entitled to receive a State certificate.

The examinations will be open to candidates residing in any part of the State, and to such residents of other States as declare it to be their intention to teach in this State.

You will please notify such of the teachers under your jurisdiction as you think would like to apply for State certificates, of the time and places of these examinations; and I will thank you to send, or cause to be sent to me, as early as possible, the names of persons who intend to be present, and at what places.

Respectfully yours,

W. B. RUGGLES,

State Superintendent.

The questions were prepared by the institute instructors, and the examinations were conducted by them and other competent persons appointed by me as follows:

At Albany, by Professors Charles W. Cole and P. H. McQuade; at Binghamton, by Professors M. W. Scott and J. L. Bothwell; at Rochester, by Professors Francis P. Lantry and S. A. Ellis; at Watertown, by Professors John H. French and Fred Seymour, and at New York city, by Professors James Johonnot and John Jasper.

Sixty-three applicants presented themselves for examination, nineteen of whom were successful in passing, and were recommended as suitable persons to receive State certificates, which were accordingly issued as follows:

Adelbert Gardinier.....	Nassau, Rensselaer county.
George M. Watkins.....	Sandy Hill, Washington county.
Peter L. Burlingame.....	Richford, Tioga county.
Willis Robert Hall.....	Guilford Center, Chenango county.
Clarence Ferdinand Norton...	Vestal, Broome county.
Edwin H. Bugbee.....	Brooklyn, Kings county.
James Cullen.....	New York, New York county.
Woodhull Davis.....	Coram, Suffolk county.
William B. Herrick.....	Wilbraham, Mass.
George Steinson.....	Ridgewood, Queens county.
Alva Seybolt.....	Liberty, Sullivan county.

James T. Van Wyck..... Cold Spring, Putnam county.
 William E. Petrie..... .. Lake Grove, Suffolk county.
 Frank E. McFarland Spencerport, Monroe county
 Vincent Aldridge..... New York, New York county.
 William H. Everett..... Dexter, Jefferson county.
 Mary N. Brear..... Saugatuck, Fairfield county, Conn.
 Jennie Davidson..... Brooklyn, Kings county.
 Mattie L. Timson..... Greenport, Suffolk county.

The number of applicants in 1882 was thirty, of whom seven were successful in passing.

The increase in the number of applicants presenting themselves at these examinations is, in some measure, attributable to the plan adopted by the Department, public notice of which was given in the above circular, of crediting candidates who pass in some but not in all of the designated studies, for those in which they pass, and giving them an opportunity for examination in the remaining studies within the ensuing three years.

The law of 1875 put an end to the issuing of State certificates upon recommendation merely. Applicants now must undergo a thorough and systematic examination. The law was a good one and much needed. It is producing excellent results in raising the standard of qualification. A State certificate is now a thing of value to the holder, not easily obtainable, but the more appreciated and valued when secured.

INDIAN SCHOOLS.

The following is a statement of the receipts and payments on account of Indian schools during the fiscal year :

Receipts.

Balance on hand, October 1, 1882.....	\$503 16
Appropriation, chapter 270, Laws of 1882.....	6, 000 00
Apportionment from Free School Fund.....	3, 168 34
Total.....	<u>\$9, 671 50</u>

Payments.

Allegany and Cattaraugus reservations.....	\$4, 348 10
Oneida and Madison reservations.....	343 37
Onondaga reservation.....	315 52
St. Regis reservation.....	731 25
Shinnecock and Poospatuck reservations.....	868 42
Tonawanda reservation.....	882 85
Tuscarora reservation.....	471 16
Visiting expenses.....	69 49
Balance on hand, September 30, 1883, appropriations and apportionment.....	1, 641 34
Total.....	<u>\$9, 671 50</u>

The number of Indian children of school age in the State on the 30th of September was 1,641. The number attending school was 1,143, and the average daily attendance at the schools, 640.

SCHOOLS FOR THE DEAF AND DUMB.

Fourteen hundred and seventy-five pupils were under instruction in the several institutions for the deaf and dumb during the year, and were apportioned as follows :

New York Institution (Washington Heights).....	488
New York Institution (Lexington avenue).....	184
Buffalo Institution.....	167
Rome Institution.....	180
Rochester Institution.....	219
Fordham Institution.....	237
	<u>1, 475</u>

Eight hundred and fifty-five of the above were State pupils, 409 were county pupils, 109 were supported by the State of New Jersey, and 102 by parents, guardians or friends.

The whole number of pupils in the above institutions shows an increase of 142 since the year 1882. Of this increase, 117 were State pupils.

NEW YORK INSTITUTION FOR THE BLIND.

The number of pupils in the New York Institution for the Blind on the 1st day of October, 1882, was two hundred and nine; admitted during the year, thirty-four, making the whole number instructed, two hundred and forty-three. There were dismissed thirty-three, leaving two hundred and ten pupils under instruction at the close of the school year.

The general health of the pupils has been excellent.

The course of instruction, together with a general outline of the work pursued in the institution, will be found in the appendix.

NAUTICAL SCHOOL.

The report of the Chamber of Commerce of the State of New York shows that since the New York Nautical School was organized, in 1874, 948 pupils have been admitted to it, of whom 346 have completed the course of instruction and received certificates of graduation.

Of those admitted up to the 1st of January, 1883, forty-one per cent have graduated, and sixty-nine and one-half per cent of the graduates have gone to sea; between seventy and eighty of whom have already become officers of vessels in the mercantile marine.

The school is continuing to do its work well by furnishing to the merchant-service a class of young men who will fill in the near future the places of those retired.

A detailed report of the school is printed in the appendix, and will be found to be of interest.

CORNELL UNIVERSITY.

By the act of the Legislature, chapter 585, Laws of 1865, establishing Cornell University, provision was made for the instruction, upon free scholarships, of one student annually from each Assembly district in the State. Such instruction is accorded to students in consideration of their superior ability, and as a reward for superior scholarship, in the academies and public schools of the State, to be determined by competitive examinations held under the direction of

the school commissioners of each county and the boards of education of cities.

The largest number of students in attendance at any time during last year under this law was 156, representing seventy-three Assembly districts. If each of the 128 Assembly districts in the State was represented by its full quota, there would be in constant attendance at the University 512 students holding these scholarships entitling them to free tuition.

I am advised that in many districts slight attention is paid to this statutory provision and little or no effort made on the part of local school officers to notify pupils and their parents and guardians of its provisions, and that thereby many deserving students lose the opportunity of availing themselves of the advantages thus open to them.

SCHOOL HYGIENE.

As the ordinary laws of health come to be more generally understood, the subject of the sanitary condition of the public schools is gradually becoming a matter of grave inquiry.

More than a million of children in our State are housed in these buildings, from four to six hours daily for many continuous weeks each year.

To what extent are the school-houses, in respect to heating, seating, ventilation, light, water, drainage, closet and privy conveniences, and exposure to or exemption from neighboring nuisances, adapted to the preservation of the health of this tender and immature multitude? In a large majority of cases, it must be admitted, they are sadly deficient.

Although many of the more recent buildings have been constructed with a reasonable attention to sanitary considerations, and many of the older structures have been, more or less, improved in this particular, yet, upon the whole, I am strongly impressed with the conviction that there is no part of our common school organization which stands in more urgent need of radical and substantial improvement than our public school buildings in respect to their sanitary condition.

Last year the Legislature amended the general school law, by providing that "no school-house shall be built in any school district in this State until the plan of such school-house, so far as ventilation, heat and lighting is concerned, shall be approved in writing," by the school commissioner in whose district the school-house of said district is situated.

This act will have a beneficial effect within the scope of its provisions; but it does not touch any of the 11,914 school-houses in the towns, already erected at the time of its passage, nor can it remedy, in respect to new buildings constructed thereafter, the evils of improper seating, impure water, filthy and indecent out-houses, unhealthy sites, insufficient drainage and surrounding nuisances.

I do not know of any subject connected with our system of popular education, which more intimately concerns the welfare of the children attending the public schools, constituting about one-fifth of the entire population of the State, or deserves more serious consideration on the part of parents, and, I may add, of the State at large, than this matter of the sanitary condition of the schools.

During the last three years the State Board of Health has given special attention to this subject. In the year 1881, the Board issued and circulated largely among local school officers through the State, a circular containing many pertinent inquiries in relation to the sanitary condition and needs of school buildings, and requesting answers to be inserted in printed blanks prepared and furnished for the purpose. Responses were quite generally made. The Board, also, through a committee, assisted by an experienced expert, Dr. Lincoln, caused personal visitation and inspection to be made, of a considerable number of school buildings, in different parts of the State. The results of these inquiries and personal inspections, together with the able report of Dr. Lincoln, were embodied in the report of the Board transmitted to the Governor, in February, 1882.

The conclusions reached by the committee, and by Dr. Lincoln, whose labors in co-operation with the committee extended over a period of three months, are thus briefly summarized:

1. Structural improvements are being made in the school-houses

in many districts; there is a recognized attention to some of the requirements of health that have been neglected in the old school-houses.

"2. The committee has found only about one in fifteen of the common school-houses well outfitted for protecting the health of the pupils. Even in that one there is oftener a neglect of sufficient ventilation than a suitable provision for it.

"3. As a general fact, ventilation in the common school-houses is insufficient, and the means for it badly designed. When good, its excellence depends chiefly upon open windows and special facilities for controlling them.

"4. Over-crowding is a prevailing fault, and even a wrong, in a majority of the school-houses which the committee and Dr. Lincoln have reported upon. The exceptions to this rule are noticeable in some of the diagrams printed in the report. In many of the schools the over-crowding is such as to endanger the health and life of the children, and taken in connection with defective ventilation, is a matter of momentous importance to the most loved and valued of lives in the families that send their children to the common schools.

"5. In numerous towns, villages and cities, as shown in the report, there is a disgusting, degrading and harmful neglect of sanitary cleanliness in and about the school buildings, especially as regards the privies and the means for the proper separateness and convenience of the sexes in relation to these matters.

"6. Such neglect of cleanliness and decency should be interfered with and prevented by local sanitary authority. The public health, the bodily welfare of the children, and their moral safety alike require that this duty shall be attended to promptly, and by peremptory orders wherever necessary.

"7. The supply of drinking water for the common school children is much neglected, excepting where hydrants, from the public water service, exist upon the premises.

"8. Wardrobes or rooms, with pegs or brackets upon which to suspend outer garments and wet clothing, are seldom found suitably placed, and often they are neglected altogether.

"9. Hand-basins, wash-stands or lavatories are wanting in a great proportion of the common school-houses.

"10. The experiment of omitting the old practice of school recesses between the noon hour and the opening and closing of school is being extensively adopted with doubtful — probably injurious — results.

" 11. The recreations needed by school children, under the name of light gymnastics or play, are confessed to be of great use to the younger classes in the common schools; but it is found that the people do not suitably appreciate such physical exercises. It is desired, therefore, that teachers and parents should more thoroughly understand the reasons for encouraging and perfecting facilities for them.

" 12. There is found to be special reason for urging that girls shall not be deprived of the means of health which innocent and regulated gymnastics afford.

" 13. There is much neglect of, yet an increasing attention to, school seats and desks. This subject is found to need even greater attention than it is receiving.

" 14. The permanent injury to the eye-sight of school children is so frequent, and yet so preventable, that the known causes of such harm should be ascertained and provided against in every school. The proper lighting of the school-rooms, the best adjustment of seats, desks and blackboards, and the necessary regulations of study and exercise should be secured under competent medical advice, in which in every new or remodeled school-house the most approved lighting and the best arrangement of seats, desks, etc., for the protection of eye-sight, and for the general welfare of the pupils, should be provided.

" 15. The reception of vaccination by school children, under direction of their parents and the school officers, is found to have nowhere produced inconvenience or serious dissatisfaction. It seems eminently desirable, and certainly practicable, to secure general compliance with the statutes relating to the vaccination of school children as now administered under advice of the State Board of Health.

" 16. There is an obvious necessity for the promulgation and adoption of sanitary rules and regulations for the protection of health and life in schools as now recommended by the Board."

Frequent letters are received at the Department of Public Instruction from local school officers, asking for plans and designs for new school-houses, but the Department not having the means of supplying them is not able to comply with such requests.

In the year 1863 the Legislature appropriated \$500, to be expended by the Superintendent of Public Instruction in preparing and distributing to the school districts this kind of information. The effect was apparent in the increasing amount of money

expended by the districts in building new and repairing old school buildings, as shown by the reports for a series of years thereafter.

I think an equal, or larger amount, might now be appropriated, with beneficial results to the public schools, to enable the Superintendent to cause to be prepared and printed for distribution to the proper local officers a variety of designs, drawings and specifications for school-houses and their accessories, suitable for buildings costing \$500 and upward, to be accompanied with appropriate explanations and instructions, including, among other things, forms of contracts with full specifications for building of brick and of wood, together with drawings and explanations to illustrate proper methods of ventilation, heating, seating, lighting, arrangement of closets and out-houses, and other necessary information relating to sanitary provisions, adapted to the building of new and to the improvement of old school-houses.

EDUCATIONAL MEETINGS.

During the year a number of educational meetings have been held in different parts of the State. The State Association of School Commissioners and City Superintendents of Schools held its twenty-eighth annual meeting at Little Falls in January. The New York State Teachers' Association held its thirty-eighth annual meeting at Lake George in July, and during the same month the twentieth annual session of the University Convocation was held at Albany, and the National Teachers' Association met at Saratoga. At each of these meetings a lively interest in educational matters was manifested, and interesting papers were read and discussed.

There were also held, during the year, a large number of meetings of local teachers' associations, organized in commissioner districts and counties. These meetings have been usually well attended and are doing good. They bring together for personal conference, interchange of views and discussion, persons actually engaged in the school-rooms, and tend to awaken and keep alive an interest in the educational affairs of their several localities and in educational advancement generally.

SUPERVISION.

Efficient local supervision is essential to the successful working of our common school system. Various plans at different times were adopted, tried and abandoned, before the one now in operation was established.

The present system in force outside of the cities, by school commissioners, seems to be an improvement on the others, affords more systematic and efficient supervision, and produces better results. This class of school officers are, with few exceptions, intelligent and zealous in their work, and are generally possessed of a higher order of qualification than they were ten or fifteen years ago. Still the system might be greatly improved in some several respects.

The one hundred and twelve school commissioner districts vary greatly in the number of school districts included in them and subject to the supervision of the commissioner.

The first commissioner district of Westchester county, for instance, includes only nine school districts. The second district of Steuben includes one hundred and ninety-seven. Sixty-one commissioner districts include over one hundred school districts in each, thirty-four over one hundred and twenty-five in each and eleven include over one hundred and fifty in each. Fifty-one commissioner districts contain various numbers of school districts ranging from nine to one hundred.

In the smaller districts the work of supervision does not necessarily occupy a very large proportion of the time of the commissioner, while in a number of the larger it is impossible for one man to make the number of visitations to the schools of the district and do the work imposed upon commissioners by the school statutes. These large commissioner districts are usually in counties covering a wide extent of territory, and in some cases offering but meager facilities for reaching the schools scattered about at remote distances over their area.

Some plan should be adopted to bring the commissioner districts nearer to uniformity in this respect. Commissioners cannot properly perform the duties of supervision over more than one hundred

school districts, and any thing approximating thorough work, with that number, will take all their time.

Eight hundred dollars per annum, the annual salary now paid to commissioners, is inadequate, in most cases, to fairly compensate them for the services required of them. A reasonable equalization of the commissioner districts and an increase of at least \$200, in the annual salary of commissioners, would, I think, be productive of decided benefit to the schools.

AMENDMENTS.

In addition to the suggestions respecting proposed changes in the school laws made while treating several preceding topics, I desire here to call the attention of the Legislature to a few needed amendments.

Last year an act was passed, chapter 413, making the school year end on the 20th of August instead of on the 30th of September as heretofore, and changing the time of the annual school district meetings from the second Tuesday of October to the last Tuesday of August. This change has been very generally approved. Several other alterations were made with the view of bringing all the parts of the school district organization into harmony with this principal change. By an oversight, I think, section six of the same act provides that the trustees shall report to the commissioners between the last Tuesday of August and the first Tuesday of September; thus, in all districts having but one trustee, and not re-electing the same person, putting that duty upon the new trustee immediately upon his entering upon his office. The impolicy of this is obvious. Under the former law trustees were required to report between the close of the school year and the expiration of their term of office. The substance of this provision should be preserved by requiring these reports to be made between the twentieth and the last Tuesday of August.

Previous to 1867, section 50, title 7 of the General School Law, provided that "the trustees may expend in necessary repairs of each school-house under their charge, a sum not exceeding \$20 in

any one year." In 1867, in consequence of the fact that many school-houses were wholly unprovided with privies and the district meetings would not vote the tax necessary to provide them, and in order to remedy this indecency, the Legislature amended the above clause by adding thereto the following: "and they may also expend a sum not exceeding \$50 in the erection of necessary out-buildings, where the district is wholly unprovided with such buildings." This worked well, but in 1875 the clause was further amended by tacking to it the following: "upon a vote of a district meeting." This destroyed the effect of the amendment of 1867 and placed the matter back where it was before that time, as the trustees always had that power "upon a vote of a district meeting."

I am sorry to say that there are still district school-houses wholly unprovided with privies, and in a number of such cases, which have been brought to my attention, the trustees are no more anxious than the district meetings to have them provided.

I would, therefore, recommend a further amendment of the clause, by striking out the useless words "upon a vote of a district meeting," and inserting in their place the words "upon the direction of the school commissioner in whose district such school district is situated, or of the Superintendent of Public Instruction."

By section 19, title 7 of the General School Act, as amended by chapter 528, Laws of 1881, common school districts are now authorized to raise a tax for building, hiring or purchasing a school-house, by installments not extending beyond ten years, and the trustees are authorized to issue bonds therefor. Section 10, title 9 of the General School Law, relating to union free schools, also provides for raising taxes by installments, for such purposes, but is silent as to the issuing of bonds for their payment. When such a tax is voted the district usually needs to use the money before the installments are raised.

The Department holds that the statutory provisions as to issuing of bonds does *not* apply to union free school districts. Such districts generally apply to the Legislature for a special act giving them such power.

I know of no reason why the statute should withhold from the latter districts the power it gives, in this respect, to the former.

I would, therefore, recommend that the statute relating to union free school districts be so amended as to make the provisions as to issuing bonds apply to them.

CONCLUSION.

The reports for the year ending September 30th last show a considerable improvement over the year immediately preceding in a number of important particulars. The increase in the amount (raised by local taxes) expended for school buildings, sites, furniture and repairs, over the amount thus expended in 1882, was over \$400,000. The increase in the number of visitations of schools by school commissioners was 2,095. There was an increase in the attendance at the schools, in the number of weeks taught, in the number of teachers employed and in the number employed for the full twenty-eight weeks, in the number of pupils under special instruction for teachers, in the number of teachers employed holding normal school diplomas, and in the average salaries paid to teachers. The whole amount paid for teachers' wages during the year exceeded the amount paid for that purpose in 1882 by the sum of \$279,191.52, and the increase in the total amount expended for the maintenance of the public schools, including the amount apportioned by the Superintendent and the amount raised by local school taxes, over the amount thus expended in 1882, was \$675,566.67.

Our public school system has not been the work of a day. It is the result of a steady and progressive development, extending over a period of many years. Its growth has been gradual, but healthy and vigorous. Looking back over a period of half a century, we can see that, as a whole, it has been steadily expanding and strengthening until it has now acquired a breadth and vigor of organization, a stability of structure and capacity for substantial and progressive educational work gratifying to the friends of popular education, and affording well-grounded expectation of its increased usefulness in the future.

No one of our institutions is more intimately and thoroughly interwoven with the best interests of the people or more directly conducive to our general prosperity than our free school system. In its general outlines it is better to-day than at any time in the past. It will continue to expand and improve in the future with the advancing material prosperity of the country and the increasing diffusion of intelligence.

WILLIAM B. RUGGLES,
Superintendent of Public Instruction.

DOCUMENTS
ACCOMPANYING THE
REPORT
OF THE
SUPERINTENDENT OF PUBLIC INSTRUCTION.

LIST OF DOCUMENTS

ACCOMPANYING THE

THIRTIETH ANNUAL REPORT

OF THE

SUPERINTENDENT OF PUBLIC INSTRUCTION.

- Table No. 1. Statement of State tax levied in 1878 and in 1883.
2. Statement of school tax paid and school moneys received by each county.
 3. Apportionment of school moneys.
 4. Abstract of statistical reports of School Commissioners.
 5. Abstract of financial reports of School Commissioners.
 6. Investment of the capital of the School Fund.
 7. Comparative statistical and financial statements for the years 1878 and 1883.
 8. Statistics of Teachers' Institutes.
 9. Statistics of Normal Schools.
- Document A. Report of the Council of the Nautical School, New York city.
- B. Reports of examining committees for State certificates.
 - C. Reports of Conductors of Teachers' Institutes.
 - D. Report of the Principal of the Institution for the Instruction of the Deaf and Dumb.
 - E. Report of the Principal of the New York Institution for the Improved Instruction of Deaf-Mutes.
 - F. Report of the Principal of the St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.

Document G. Report of the Principal of the Central New York Institution for Deaf-Mutes.

H. Report of the Principal of the Western New York Institution for Deaf-Mutes.

I. Report of the Principal of the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.

J. Report of the Principal of the New York Institution for the Blind.

K. Report of the Superintendent of the Oneida and Madison Indian Reservations.

L. Report of the Superintendent of the Shinnecock and Poospatuck Indian Reservations.

M. Annual Report of the Normal School at Albany.

N. Annual Report of the Normal School at Brockport.

O. Annual Report of the Normal School at Buffalo.

P. Annual Report of the Normal School at Cortland.

Q. Annual Report of the Normal School at Fredonia.

R. Annual Report of the Normal School at Geneseo.

S. Annual Report of the Normal School at Oswego.

T. Annual Report of the Normal School at Potsdam.

U. Normal School Circular.

V. List of Academies to instruct common school teachers.

W. List of School Commissioners.

X. Reports of School Commissioners.

TABLE No. 1.

MENT of the State Tax of one and one-eighth mills levied in 1878,
f the State Tax of one and seventy-nine one-thousandths mills
! in 1883, for the support of Common Schools.

NTIES.	1878.		1883.	
	Valuation.	Amount of Tax.	Valuation.	Amount of Tax.
.....	\$68,499,371	\$73,225 83	\$76,442,516	\$82,481 47
.....	11,385,612	12,171 42	12,436,637	13,419 13
.....	13,271,307	14,186 92	14,868,234	16,042 82
us.....	12,708,298	13,585 17	14,687,230	15,847 52
.....	25,114,670	26,847 58	27,225,827	29,376 67
ua.....	22,105,237	23,534 29	22,717,559	24,512 25
.....	12,611,962	13,482 19	15,510,500	16,735 83
.....	16,345,101	17,472 91	16,380,319	17,674 36
.....	8,889,242	9,502 00	8,869,277	9,569 95
.....	28,845,813	30,836 17	28,460,212	30,708 57
.....	9,282,342	9,922 82	9,394,438	10,136 00
.....	11,734,374	12,544 05	12,010,807	12,959 66
.....	43,334,884	46,324 99	43,458,111	46,891 30
.....	79,973,907	85,492 11	93,607,936	101,002 96
.....	9,211,402	9,846 99	9,522,914	10,275 22
.....	6,913,515	7,380 55	7,237,969	7,809 77
.....	5,475,999	5,853 84	6,745,047	7,277 91
.....	18,056,827	19,302 75	18,774,239	20,257 40
.....	9,506,000	10,161 92	11,405,671	12,306 72
.....	825,539	882 50	864,729	933 04
.....	15,296,668	16,341 45	20,267,737	21,868 89
.....	20,964,276	22,442 88	22,133,194	23,881 72
.....	260,268,855	278,227 41	280,818,051	303,002 68
.....	7,657,677	8,186 06	8,254,447	8,906 55
.....	18,478,351	19,753 36	20,750,142	22,389 40
.....	15,388,453	16,450 26	17,063,499	18,443 89
.....	54,456,650	58,214 16	63,596,809	68,588 59
ery.....	15,512,972	16,583 37	19,856,448	21,425 11
.....	1,292,942,859	1,382,155 92	1,307,681,861	1,410,988 73
.....	19,438,341	20,779 59	21,676,913	23,389 39
.....	42,590,048	45,464 62	48,623,437	52,464 69
.....	43,628,139	46,638 48	52,513,188	56,661 73
.....	23,346,100	24,956 98	24,643,010	26,589 81
.....	38,227,933	40,865 66	38,399,665	41,433 24
.....	13,724,521	14,671 51	12,512,090	13,500 54
.....	20,849,617	22,288 24	20,683,469	22,317 46
.....	17,539,279	18,749 49	18,707,479	20,185 37
.....	7,077,752	7,566 12	6,924,436	7,471 47
.....	39,387,405	42,105 14	40,420,307	43,613 51
r.....	42,092,451	44,996 83	44,443,646	47,954 60
l.....	11,677,427	12,483 17	10,762,599	11,612 84
.....	12,826,646	13,711 63	12,000,980	12,949 06
nce.....	21,403,153	22,879 97	21,525,438	23,225 95
.....	19,379,881	20,717 09	19,701,183	21,257 58
udy.....	8,558,904	9,149 47	10,535,058	11,267 23
.....	8,259,917	8,829 85	9,807,732	10,582 54
.....	5,990,311	6,403 64	6,278,754	6,774 78
.....	12,680,934	13,555 92	13,107,796	14,143 31
.....	18,179,045	19,433 40	19,486,202	21,025 71
.....	15,133,040	16,177 22	15,624,289	16,858 61
.....	4,704,637	5,020 26	4,947,081	5,337 90
.....	9,233,506	9,870 62	10,210,462	11,017 09
.....	11,672,232	12,477 62	13,115,499	14,151 62
.....	19,035,334	20,348 77	21,016,130	22,676 40
.....	4,482,360	4,791 64	5,108,673	5,512 26
on.....	20,195,177	21,588 65	20,950,680	22,605 78
.....	20,891,562	22,333 08	22,550,578	24,332 07
ter.....	69,039,772	73,803 52	72,195,798	77,899 27
.....	11,020,010	11,780 39	12,505,503	13,493 44
.....	11,185,104	11,956 88	10,236,800	11,045 51
al.....	\$2,738,878,600	\$2,927,326 72	\$2,872,257,325	\$3,099,165 66

THIRTIETH ANNUAL REPORT OF THE

TABLE No. 2.

STATEMENT showing the amount of School Tax paid by each County, the amount of Tax received back, the amount of Common School Fund received, and the total amount received by each County.

COUNTIES.	School Tax paid.	School Tax received.	Common School Fund received.	Total received.
Albany.....	\$82,481 47	\$75,752 76	\$8,304 72	\$84,117 48
Allegany.....	13,419 13	28,009 67	2,164 31	30,173 98
Broome.....	16,042 82	31,386 11	3,251 13	34,637 24
Cattaraugus.....	15,847 52	35,524 49	3,672 32	39,066 81
Chautauque.....	29,376 67	37,285 91	3,773 82	41,059 73
Chemung.....	24,512 25	41,690 09	4,050 43	45,740 52
Chenango.....	16,735 83	24,471 01	2,755 18	27,226 19
Clinton.....	17,674 36	27,797 44	2,132 16	29,929 60
Columbia.....	9,569 95	30,046 99	3,181 21	33,228 20
Cortland.....	30,708 57	26,632 07	2,938 29	29,570 36
Delaware.....	10,136 60	17,000 51	2,118 04	19,118 55
Dutchess.....	12,959 66	30,948 54	2,357 22	33,305 76
Erie.....	46,891 30	42,181 67	4,218 95	46,400 62
Essex.....	101,002 96	112,921 98	11,030 42	123,952 40
Franklin.....	10,275 22	21,725 00	1,699 21	23,424 21
Fulton.....	7,809 77	20,832 22	1,625 58	22,507 80
Genesee.....	7,277 91	17,681 64	3,011 44	20,693 08
Greene.....	20,257 40	18,458 97	1,478 00	19,936 97
Hamilton.....	12,306 72	19,490 87	1,541 49	21,032 36
Herkimer.....	993 04	2,897 63	219 94	3,117 57
Jefferson.....	21,868 89	26,129 96	2,855 11	28,985 07
Kings.....	23,881 72	43,135 80	4,149 99	47,285 79
Lewis.....	303,002 68	275,076 79	28,913 36	303,990 15
Livingston.....	8,906 55	20,835 23	1,613 05	22,448 28
Madison.....	22,389 40	23,565 90	1,864 08	25,429 98
Monroe.....	18,443 89	27,372 62	2,147 09	29,519 77
Montgomery.....	68,588 59	74,766 27	6,904 78	81,671 05
New York.....	21,425 11	20,207 33	1,641 60	21,848 93
Niagara.....	1,410,988 73	574,029 09	51,379 70	625,408 79
Oneida.....	23,389 39	30,556 94	2,395 29	32,952 23
Onondaga.....	52,464 69	68,282 29	5,309 33	73,591 62
Ontonario.....	56,661 73	68,157 99	5,325 34	73,489 33
Orange.....	26,589 81	29,006 76	2,302 76	31,309 03
Orleans.....	41,433 24	48,400 85	3,746 85	52,147 77
Oswego.....	13,500 54	17,933 48	1,418 77	19,352 03
Otsego.....	22,317 46	46,471 07	3,624 81	50,095 03
Putnam.....	20,185 37	33,739 45	2,617 23	36,356 05
Queens.....	7,471 47	8,622 71	688 99	9,311 17
Rensselaer.....	43,613 51	45,353 73	3,629 38	48,983 02
Richmond.....	47,954 69	60,344 10	4,811 07	65,155 86
Rockland.....	11,612 84	18,262 41	1,526 53	19,738 78
St. Lawrence.....	13,949 06	13,893 45	1,141 93	15,034 44
Saratoga.....	23,225 95	56,337 59	4,321 85	60,655 39
Schenectady.....	21,257 58	33,178 60	2,509 04	35,744 62
Schoharie.....	11,367 33	13,599 97	1,032 65	14,659 95
Schuyler.....	10,582 54	21,324 63	1,658 37	22,965 54
Seneca.....	6,774 78	12,155 58	946 12	13,101 48
Steuben.....	14,143 31	16,973 51	1,300 24	18,116 06
Suffolk.....	21,025 71	50,283 90	3,810 17	54,819 58
Sullivan.....	16,858 61	28,755 38	2,329 80	31,493 79
Tioga.....	5,337 90	20,061 06	1,575 16	21,464 12
Tompkins.....	11,017 09	21,225 90	1,599 79	22,842 78
Ulster.....	14,151 62	21,857 19	1,656 73	23,555 54
Warren.....	22,676 40	44,852 24	3,651 53	48,579 17
Washington.....	5,512 26	15,870 35	1,240 95	17,323 56
Wayne.....	22,605 78	30,211 83	2,361 76	32,578 37
Westchester.....	24,332 07	30,333 07	2,407 01	32,772 15
Wyoming.....	77,899 27	56,312 33	4,494 67	60,006 27
Yates.....	13,493 44	19,882 46	1,548 41	21,424 31
Indians.....	11,045 51	12,741 09	1,004 85	13,750 45
Contingent fund balance.....	.....	3,193 93	.....	3
Total.....	\$3,099,165 66	\$2,750,000 00	\$245,000 00	\$2,994,165 66

TABLE No. 3.
Apportionment of school moneys for the year 1884.

COUNTIES. TOWNS AND CITIES.	Population.	Number of Teachers employed for 3 weeks or more.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Supervision.	Total.
			District Quotas.	According to population.			
Albany.....	44,716	186	\$8,470 44	\$10,927 55	\$439 82		\$25,837 81
City.....	90,758	240	10,929 00	34,357 07	882 79	\$1,300 00	47,479 46
Cohoes.....	19,416	64	2,459 16	7,850 06	190 99	800 00	10,890 21
Allegany.....	41,810	306	13,935 24	15,927 46	411 28		30,173 08
Broome.....	32,166	248	11,593 92	12,176 60	316 42		23,787 00
Binghamton.....	37,317	73	3,324 42	6,555 47	170 35	800 00	10,860 24
Cattaraugus.....	55,806	365	16,022 10	21,125 75	548 96	800 00	35,066 81
Cayuga.....	43,137	257	11,703 78	16,337 38	434 54		28,465 70
Auburn.....	21,924	72	3,278 88	8,299 48	215 67	800 00	12,584 03
Chautauqua.....	66,842	429	19,530 66	24,735 67	642 71	*825 42	45,740 02
Chemung.....	22,824	190	6,163 41	8,526 61	221 77		14,941 02
Elmira.....	30,511	71	3,506 58	1,775 93	292 06	800 00	13,284 57
Chenango.....	30,801	97	14,436 18	15,101 01	362 41		20,829 00
Columbia.....	30,297	278	12,660 12	10,297 41	500 67	800 00	33,322 20
Cortland.....	38,258	224	9,153 54	14,891 39	386 18		24,401 71
Hudson.....	8,620	123	1,601 88	3,252 08	85 29	800 00	5,169 25
Cortland.....	25,925	136	8,268 28	9,776 23	254 04	800 00	19,178 55
Delaware.....	42,721	267	10,713 18	16,172 32	420 25		33,806 76
Dutchess.....	58,977	293	12,777 02	22,256 15	580 46		34,583 33
Poughkeepsie.....	60,977	305	12,999 02	24,649 50	188 47	800 00	11,617 29
Erie.....	64,759	325	15,253 00	24,311 95	636 05		40,494 71
Buffalo.....	155,134	972	21,494 88	58,727 06	1,536 03	1,800 00	88,554 99
Essex.....	34,515	272	10,047 80	13,065 50	339 32		28,524 21
Franklin.....	32,305	218	7,624 72	12,291 45	318 82		22,607 08
Fulton.....	39,885	175	7,168 70	11,750 85	222 71	1,000 00	20,088 97
Genesee.....	39,808	183	8,333 82	12,478 24	292 62		21,029 37
Greene.....	33,605	183	1,593 90	1,765 08	73 50		3,117 57
Hamilton.....	8,693	65	1,619 70	16,182 61	419 73	800 00	28,985 07
Herkimer.....	43,666	263	18,671 46	20,674 23	515 03		40,180 76
Jeferson.....	10,607	410	9,140 38	20,674 23	305 23	800 00	7,065 02
Watertown.....	32,832	77	3,506 58	19,428 75	322 07		16,258 23
Kings.....	566,663	1,358	61,843 32	214,514 24	5,574 26	5,800 00	287,731 82
Brooklyn.....							

* Includes \$25.42 for separate neighborhood.

TABLE No. 3—(Continued.)

COUNTIES. TOWNS AND CITIES.	Population.	Number of teachers employed for 28 weeks or more.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Supervision.	Total.
			District Quotas.	According to population.			
Lewis.....	31,416	225	\$10,246 50	\$11,892 74	\$309 04	.....	\$23,448 28
Livingston.....	39,562	221	10,094 34	14,976 47	389 17	.....	25,459 96
Madison.....	44,112	272	12,586 88	16,608 90	433 03	.....	28,519 71
Monroe.....	55,537	258	11,749 82	21,023 62	546 32	.....	33,319 56
Rochester.....	89,366	282	12,842 28	33,830 12	879 09	\$800 00	38,831 49
Montgomery.....	38,315	153	6,987 62	14,504 41	376 09	.....	21,848 93
New York.....	1,205,299	8,175	144,589 50	456,652 93	11,898 36	12,300 00	625,438 22
Niagara.....	40,651	203	9,244 62	15,388 72	390 88	.....	25,063 22
Lockport.....	13,522	41	1,887 14	5,118 85	133 01	800 00	7,915 11
Oneida.....	71,438	439	19,992 06	27,043 35	702 73	.....	47,738 14
Utica.....	23,914	*117	5,738 04	12,838 38	333 61	.....	19,710 45
Rome.....	10,123	31	1,411 74	3,832 13	99 58	800 00	6,143 45
Onondaga.....	66,101	886	17,578 44	25,022 99	650 23	800 00	44,051 66
Syracuse.....	51,792	187	8,515 98	19,606 22	509 47	800 00	29,431 67
Ontario.....	49,541	285	12,088 10	18,754 09	487 33	.....	31,330 52
Orange.....	70,171	285	12,978 90	26,563 72	690 27	1,600 00	41,882 88
Newburgh.....	18,049	55	2,504 70	6,832 57	177 54	800 00	10,314 81
Orleans.....	30,128	168	7,650 72	11,405 16	296 37	.....	19,352 25
Oswego.....	56,795	355	16,168 70	21,500 14	558 69	.....	38,225 53
City.....	21,116	63	2,869 02	7,993 61	207 72	800 00	11,870 35
Osego.....	51,397	390	16,394 40	19,456 69	505 59	.....	36,358 68
Putnam.....	15,181	75	3,415 50	5,746 87	149 33	.....	9,311 70
Queens.....	73,445	218	9,927 72	27,993 12	722 48	800 00	39,253 32
Long Island City.....	17,129	50	2,277 00	6,484 30	168 49	800 00	9,729 79
Rensselaer.....	58,581	285	12,068 10	22,176 24	576 26	800 00	35,620 60
Troy.....	56,747	147	6,694 38	21,481 97	383 55	800 00	29,534 57
Richmond.....	88,991	102	4,045 08	11,760 31	272 38	.....	19,788 94
Rockland.....	27,690	94	4,280 76	10,482 24	282 38	.....	15,035 38
St. Lawrence.....	75,656	546	24,864 84	28,640 11	744 23	.....	54,249 17
Ogdensburg.....	10,341	35	1,593 90	3,914 65	101 72	800 00	6,410 27
Saratoga.....	53,156	297	13,525 38	20,879 69	542 57	800 00	35,747 64
Schenectady.....	9,883	61	2,777 94	3,741 27	97 23	.....	8,016 19
City.....	13,655	42	1,912 63	5,169 19	134 32	800 00	22,963 39
Schoharie.....	32,910	224	10,200 98	12,458 31	323 73	.....	22,963 39
Schuyler.....	18,842	127	5,783 58	7,132 77	185 35	.....	13,101 70
Seneca.....	29,273	134	6,102 30	11,083 30	288 01	800 00	18,273 75
Steuben.....	77,586	491	22,630 14	29,370 72	768 21	1,600 00	54,069 07

Suffolk ..	53,838	223	10,155 42	20,369 67	530 09	.....	31,085 18
Sullivan ..	32,401	198	9,016 62	12,299 69	819 61	.....	21,688 23
Tioga ..	32,673	205	9,335 70	12,368 59	321 40	800 00	22,625 69
Tompkins ..	34,445	205	9,335 70	13,039 39	338 83	800 00	23,613 62
Ulster ..	85,838	333	15,164 82	33,494 57	844 88	.....	48,503 77
Warren ..	25,179	161	7,331 94	9,531 66	247 68	.....	17,111 80
Washington ..	47,671	307	13,960 12	18,121 90	470 91	.....	32,573 59
Wayne ..	51,700	278	12,600 12	19,571 89	508 57	.....	32,740 08
Weahtester ..	90,086	327	14,301 53	34,106 47	898 27	.....	50,711 25
Yonkers ..	18,892	43	1,958 22	7,151 60	156 84	.....	10,085 75
Wyoming ..	30,907	207	9,429 78	11,700 06	304 03	.....	21,430 87
Yates ..	21,087	122	5,555 88	7,982 63	207 43	.....	13,745 94
Salaries of School Commissioners.	4,707	31	.....	.....	.....	80,000 00	89,000 00
Indians ..	.....	.....	.....	.....	.....	3,183 40	8,183 40
Contingent fund balance ..	.....	.....	.....	.....	.....	3,019 93	3,019 93
Total ..	5,087,578	21,148	\$962,078 04	\$1,024,156 08	\$50,000 00	\$143,325 88	\$3,044,600 00

* By special act Utica is entitled to 128 quotas. † Includes \$36.83 for separate neighborhood.

TABLE No. 4.
 ABSTRACT of the Statistical Reports of the School Commissioners of the State of New York for the year ending
 September 30, 1883.

COUNTIES, TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers emp'd at the same time for 28 weeks or more.	2. Number of children between 5 and 21 yrs of age, residing in Dist. Sept. 30, 1883.	3. Number of private schools.	4. Number of pupils attending private schools.	6. Average number of weeks school was kept by teachers duly licensed.	7.					20. Number of inspec- tions by commis- sioners.
							TEACHERS.					
							Licensed by				Males.	Females.
							Local officers.	State Supt.	Normal School.			
Albany, towns.....	153	186	14,191	16	560	35.9	247	11	41	113	186	293
City.....	26	240	35,855	41	5,000	42.0	196	10	59	23	242	.....
Columbia, towns.....	26	54	6,471	2	800	40.8	51	3	8	4	58	.....
Albany, towns.....	256	306	14,334	3	18	30.6	584	9	9	109	492	390
Broome, towns.....	212	248	9,609	5	134	30.7	409	10	9	77	351	388
Brighton, towns.....	9	73	5,654	4	542	39.4	67	3	15	7	78	.....
Cattaraugus.....	281	395	17,912	2	60	20.4	480	6	12	116	382	439
Cayuga, towns.....	235	237	12,105	.....	.....	30.2	472	8	6	188	345	360
Auburn.....	13	72	7,690	5	1,300	38.6	72	3	3	4	74	.....
Chautauque.....	286	429	20,905	4	274	32.4	653	8	40	164	537	288
Chemung, towns.....	115	136	6,413	2	63	30.8	235	4	13	42	210	150
Elmira.....	6	77	6,296	8	610	40.0	58	4	21	7	76	.....
Chemung, towns.....	274	317	10,778	8	132	30.8	575	8	7	160	430	215
Chenango.....	212	278	18,076	12	404	30.5	470	1	10	101	380	471
Clinton.....	115	201	11,588	4	39	36.2	241	15	17	89	184	292
Columbia, towns.....	8	22	3,650	7	600	40.4	23	.....	.....	3	19	.....
Hudson.....	163	182	7,503	.....	.....	28.7	322	4	21	77	270	323
Cortland.....	346	397	12,994	4	160	30.5	698	7	7	189	516	413
Delaware.....	204	253	17,367	1	12	37.9	250	6	6	48	214	273
Dutchess, towns.....	11	63	6,000	11	828	40.4	65	3	4	2	70	.....
Poughkeepsie.....	290	335	22,680	23	1,176	32.8	588	9	31	169	459	563
Buffalo, towns.....	42	472	63,000	45	9,676	40.4	356	73	71	41	450	.....
Essex.....	152	220	10,898	4	52	30.6	382	5	10	59	338	290
Franklin.....	175	218	11,823	7	194	29.0	363	2	8	66	307	291
Fulton.....	115	155	10,367	.....	.....	33.6	233	23	.....	86	170	206
Genesee.....	197	158	10,136	.....	.....	32.2	290	4	14	93	185	133

	155	183	9,120	5	53	33.8	278	6	18	97	205	189
Greene.....	36	35	1,835	2	34	29.6	67	11	8	17	50	71
Hamilton.....	191	255	12,866	3	62	33.3	746	19	12	115	309	386
Herkimer.....	357	410	16,088	3	100	38.6	49	2	3	192	585	603
Jefferson, towns.....	9	77	3,408	4	873	40.0	69	7	1	22	55	37
Watertown.....	19	47	11,528	10	27,500	42.0	1,444	28	20	68	1,432	804
Kings, towns.....	58	1,358	210,000	175	37,191	32.8	412	6	1	70	343	308
Brooklyn.....	216	225	11,514	3	249	32.1	365	17	24	76	870	404
Lewis.....	179	221	12,429	5	161	33.0	456	10	13	116	308	413
Livingston.....	221	272	17,162	7	57	40.0	281	6	26	16	278	221
Madison.....	220	258	37,000	4	9,000	36.8	223	12	12	90	157	221
Monroe, towns.....	27	163	38,000	3	547	34.1	344	230	51	489	256	291
Rochester.....	116	163	38,000	40	38,000	40.0	39	5	7	101	256	291
Montgomery.....	298	3,175	13,769	200	571	31.7	731	12	15	190	568	715
New York.....	162	203	4,000	6	220	31.7	123	12	8	9	120	120
Niagara, towns.....	6	41	21,767	5	914	40.0	28	2	1	3	28	550
Lockport.....	376	439	12,613	12	327	40.0	680	15	14	168	451	550
Onondaga, towns.....	34	31	3,004	3	1,832	40.0	199	8	2	10	199	408
Rome.....	8	386	20,328	2	1,832	37.6	372	9	11	117	312	237
Syracuse.....	276	187	18,566	14	624	40.4	60	5	6	5	90	386
Ontario.....	195	265	22,210	28	607	31.1	287	3	9	94	205	438
Orange, towns.....	181	285	6,344	11	325	38.5	630	10	40	100	520	438
Newburgh.....	57	55	9,046	3	55	38.6	628	2	69	3	70	413
Orleans.....	128	168	16,464	3	888	34.4	101	5	7	32	81	129
Putnam.....	23	63	7,940	6	185	38.9	174	20	25	50	169	179
Otsego.....	316	360	14,418	3	34	40.0	55	14	38	86	275	413
Queens, towns.....	61	75	4,463	3	291	43.0	153	10	3	17	139	100
Long Island City.....	7	50	6,558	9	1,500	40.3	89	4	29	34	63	116
Rensselaer, towns.....	181	245	19,707	25	574	38.2	1,022	5	49	197	879	725
Troy.....	14	147	20,000	23	27	39.0	443	12	12	98	368	294
Richmond.....	28	102	13,404	17	247	34.7	103	3	2	40	68	128
Rockland.....	47	94	9,137	2	85	38.4	49	10	11	155	267	387
St. Lawrence, towns.....	487	546	23,685	2	560	32.7	247	8	3	77	176	174
Saratoga.....	222	297	15,679	10	247	36.1	203	13	21	201	640	310
Schenectady, towns.....	60	61	4,917	4	800	38.4	213	9	46	64	204	199
Schoharie.....	203	224	9,602	2	41	38.4	317	13	6	90	239	242
Schuyler.....	113	127	5,107	3	503	38.1	32.7	13	8	60	277	240
Seneca.....	96	134	8,227	6	381	38.1	32.7	13	8	60	277	240
Steuben.....	375	491	24,423	1	8	38.1	32.7	13	8	60	277	240
Suffolk.....	145	183	16,454	20	.....	38.1	32.7	13	8	60	277	240
Sullivan.....	186	188	11,255	.....	.....	38.1	32.7	13	8	60	277	240
Tioga.....	142	205	9,443	.....	.....	38.1	32.7	13	8	60	277	240

* By special act Utica is entitled to 128 quotas.

TABLE No. 4 — (Continued.)

COUNTIES. TOWNS AND CITIES.	Number of districts.	1. Number of licensed teachers employed at the same time for 28 weeks or more.	2. Number of children of age, residing in Dist. Sept. 30, 1883.	3. Number of private schools.	4. Number of pupils attending private schools.	6'. Average number of weeks school was kept by teachers duly licensed.	7. TEACHERS.					20. Number of inspec- tions by commis- sioners.	
							Licensed by				Males.		Females.
							Local Officers.	State Supl.	Normal School.				
Tompkins.....	155	205	9,479	5	86	33.3	310	9	32	81	270	279	
Ulster.....	231	333	29,415	20	739	38.0	434	23	22	147	332	331	
Warren.....	138	161	8,391	6	140	30.2	271	2	4	40	237	107	
Washington.....	236	307	14,356	9	65	32.4	497	15	8	118	402	307	
Wayne.....	215	278	15,390	2	8	33.5	400	7	17	153	271	501	
Westchester, towns.....	144	327	29,714	51	4,209	39.8	282	24	52	76	262	203	
Yonkers.....	6	43	7,256	10	1,556	39.8	33	4	9	3	43	361	
Wyoming.....	171	207	9,244	5	134	30.9	367	4	11	92	200	239	
Yates.....	102	122	5,677	5	80	32.6	200	3	1	70	134	134	
Total for towns.....	11,290	14,371	806,876	433	16,303	33.1	22,471	523	911	6,003	17,902	18,294	
Total for cities.....	756	6,746	878,224	644	103,649	40.3	6,909	387	369	720	6,945	...	
Total for State.....	11,993	21,117	1,685,100	1,077	119,952	35.4	29,380	910	1,280	6,723	24,847	18,294	

COUNTIES. TOWNS AND CITIES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER DAYS OF ATTENDANCE AT THE SCHOOL DURING THE YEAR.		
	8.	9.	10.	12.	13.	Total.	14.	15.	16.
	Residing in the district.	Residing in other districts.	Total.	Of children residing in the district.	Of children residing in other districts.	Total.	Of children residing in the district.	Of children residing in other districts.	Total.
Albany, towns....	8,913	238	9,151	4,251,524	61,895	4,313,380	1,755,018	10,154	785,172
City.....	13,914	.....	13,914	9,059,000	.....	9,059,000	1,839,430	.....	1,839,430
Cohoes.....	3,043	.....	3,043	1,454,693	.....	1,454,693	283,842	.....	283,842
Allegany.....	11,733	527	12,260	6,119,034	180,125	6,308,159	948,577	88,285	979,862
Broome, towns.....	1,915	441	2,356	4,813,897	144,015	4,957,912	685,216	25,382	710,598
Binghamton.....	3,310	.....	3,310	2,338,000	.....	2,338,000	400,554	.....	460,554
Cattaraugus.....	13,984	841	14,825	7,338,263	100,253	7,438,516	1,198,987	18,448	1,219,415
Cayuga, towns.....	9,073	559	9,632	4,788,511	211,578	5,000,089	775,047	80,071	814,718
Auburn.....	3,448	.....	3,448	2,627,243	.....	2,627,243	507,088	.....	507,088
Chautauqua.....	14,067	1,076	15,143	8,403,756	415,268	8,819,124	1,440,782	75,010	1,515,802
Chemung, towns.....	4,962	40	5,002	2,623,813	12,251	2,636,064	433,197	2,277	435,474
Elmira.....	3,949	.....	3,949	2,807,000	.....	2,807,000	555,419	.....	555,419
Chenango.....	8,719	845	9,564	4,882,888	273,262	5,156,150	771,690	48,845	820,535
Clinton.....	12,376	533	12,909	6,031,100	167,195	6,198,295	930,974	28,720	959,694
Columbia, towns.....	8,042	259	8,301	3,915,655	97,653	4,013,308	715,047	11,537	732,584
Hudson.....	1,274	.....	1,274	862,143	.....	862,143	162,033	.....	162,033
Cortland.....	5,460	319	5,779	2,811,072	109,502	2,920,574	430,530	18,280	457,816
Delaware.....	10,307	801	11,108	5,474,747	136,134	5,610,881	838,873	24,086	863,561
Dutchess, towns.....	11,148	8	11,156	5,442,708	1,811	5,444,519	1,040,894	.....	1,040,894
Poughkeepsie.....	2,871	.....	2,871	2,043,400	.....	2,043,400	412,726	.....	412,726
Erle, towns.....	14,712	740	15,452	7,104,697	248,135	7,352,832	1,442,802	44,237	1,497,039
Buffalo.....	26,752	.....	26,752	16,320,000	.....	16,320,000	3,042,868	.....	3,042,868
Essex.....	8,153	388	8,541	4,101,054	113,010	4,214,064	641,673	20,164	661,837
Franklin.....	8,576	459	9,035	4,325,582	160,305	4,485,887	647,148	28,517	675,665
Fulton.....	6,971	149	7,120	3,661,051	53,431	3,714,482	645,091	9,871	654,962
Genesee.....	6,985	207	7,192	3,534,034	88,882	3,622,916	537,669	16,635	604,324
Greene.....	6,628	218	6,846	3,433,095	73,693	3,506,788	589,111	14,841	603,452
Hamilton.....	1,044	.....	1,044	456,805	.....	456,805	89,470	.....	89,470

TABLE No. 4 — (Continued.)

COUNTIES. TOWNS AND CITIES.	NUMBER OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.			AVERAGE DAILY ATTENDANCE DURING THE YEAR.			WHOLE NUMBER DAYS OF ATTENDANCE AT THE SCHOOL DURING THE YEAR.		
	8.	9.	10.	12.	13.	Total.	14.	15.	16.
	Residing in the district.	Residing in other districts.	Total.	Of children residing in the district.	Of children residing in other districts.	Total.	Of children residing in the district.	Of children residing in other districts.	Total.
Herkimer	9,374	369	9,743	5,225,951	143,600	5,369,551	885,027	25,060	910,087
Jefferson, towns	12,474	887	13,361	6,490,608	248,769	6,739,377	1,037,606	41,523	1,079,129
Watertown	1,884		1,884	1,263,000		1,263,000	246,467		246,467
Kings, towns	5,975	99	6,074	2,903,582	46,537	2,950,119	550,225	9,338	559,563
Brooklyn	94,456		94,456	57,487,000		57,487,000	11,612,402		11,612,402
Lewis	7,060	239	7,299	3,428,660	61,385	3,490,045	492,937	9,935	502,872
Livingston	8,149	823	8,972	4,235,242	127,878	4,363,120	700,228	22,367	722,595
Madison	9,032	932	9,964	4,969,482	383,459	5,352,941	817,617	68,470	886,087
Monroe, towns	11,186	560	11,746	6,204,865	243,694	6,448,559	1,045,869	43,171	1,089,040
Rochester	14,063		14,063	9,207,000		9,207,000	1,804,572		1,804,572
Montgomery	7,706	220	7,926	3,763,028	67,113	3,830,141	694,289	12,126	706,415
New York	237,612		237,612	142,857,000		142,857,000	27,881,387		27,881,387
Niagara, towns	9,574	324	9,898	4,742,834	115,963	4,858,797	811,570	19,936	831,506
Lockport	2,528		2,528	1,493,036		1,493,036	289,649		289,649
Oneida, towns	15,359	852	16,211	8,211,101	300,509	8,511,610	1,312,100	53,250	1,365,350
Utica	5,590		5,590	3,697,000		3,697,000	673,717		673,717
Rome	1,894		1,894	1,133,580		1,133,580	218,781		218,781
Onondaga, towns	15,196	889	16,085	8,476,337	377,410	8,853,747	1,408,729	69,460	1,478,189
Syracuse	9,426		9,426	1,124,000		1,124,000	1,403,428		1,403,428
Ontario	10,428	597	11,025	5,559,102	238,869	5,797,971	1,008,790	44,953	1,053,743
Orange, towns	14,900	475	15,375	7,636,108	195,543	7,831,651	1,458,177	37,555	1,495,732
Newburgh	3,646		3,646	2,215,000		2,215,000	448,020		448,020
Orleans	6,156	346	6,502	3,501,921	165,720	3,667,641	584,606	30,741	615,347
Oswego, towns	12,558	791	13,349	6,173,366	289,556	6,462,922	1,070,194	48,604	1,118,798
City	3,800		3,800	2,577,000		2,577,000	507,669		507,669
Otsego	10,427	582	11,009	5,844,771	199,835	6,044,606	939,470	34,578	974,048
Putnam	3,185	154	3,339	1,495,199	51,292	1,546,491	274,955	9,875	284,830
Queens, towns	13,399	271	13,670	6,872,225	132,814	7,005,039	1,341,177	24,874	1,366,051
Long Island City	4,258		4,258	2,349,000		2,349,000	469,800		469,800

Rensselaer, towns.....	11,980	289	12,268	6,430,777	91,689	6,531,466	1,151,411	16,102	1,167,513
Troy	8,288	.....	8,288	3,600,000	.....	3,600,000	1,106,094	.....	1,106,094
Richmond	7,377	270	7,647	3,693,000	172,000	3,865,000	1,106,094	21,123	1,127,217
Rockland	5,576	117	5,693	2,762,185	46,146	2,808,331	944,166	9,000	953,166
St. Lawrence, towns.....	17,844	1,170	19,014	9,494,102	888,481	9,882,583	1,489,448	66,168	1,555,616
Ogdensburg	11,417	.....	12,035	5,173,860	.....	5,173,860	224,632	.....	224,632
Saratoga	2,121	812	11,789	5,890,892	121,715	6,012,607	1,017,847	22,098	1,039,945
Schenectady, towns	7,415	74	2,189	1,890,862	81,171	1,972,033	103,846	5,208	1,077,044
City.....	2,453	.....	2,453	1,578,000	.....	1,578,000	304,828	.....	304,828
Schoharie	2,653	223	7,098	3,178,587	76,757	3,255,344	926,958	13,224	969,182
Schuyler	2,801	752	4,099	2,158,871	53,088	2,211,959	743,216	9,189	750,407
Seneca	18,490	258	6,090	3,001,459	107,671	3,109,130	939,776	30,183	969,953
Staten	18,422	1,102	19,524	10,105,831	49,073	10,154,904	1,584,347	61,666	1,646,013
Suffolk	11,064	291	9,375	6,063,163	86,753	6,149,916	1,584,347	19,444	1,603,761
Sullivan	7,301	190	9,011	3,875,142	48,103	3,923,245	704,496	35,169	739,665
Tioga	6,832	530	7,362	4,103,498	196,088	4,299,586	1,076,086	44,971	1,141,057
Town	18,628	325	18,953	8,694,484	128,172	8,822,656	1,633,011	24,435	1,657,446
Ulster	6,064	68	6,132	2,820,012	28,147	2,848,159	624,138	3,085	631,243
Washington	10,574	823	11,397	5,775,075	215,453	5,990,528	954,027	39,000	993,027
Wayne	11,515	573	12,088	6,426,170	277,813	6,703,983	1,070,584	42,325	1,112,909
Westchester, towns.....	16,742	443	17,185	8,970,655	203,049	9,173,704	1,740,313	39,861	1,780,174
Yonkers	2,543	.....	2,543	1,565,890	.....	1,565,890	311,840	.....	311,840
Wyoming	2,063	431	7,537	3,858,173	166,493	4,024,666	600,570	20,310	620,886
Yates	4,520	221	4,741	2,308,143	85,596	2,393,739	402,530	15,245	417,775
Total for towns	563,371	24,610	587,980	28,177,865	9,171,387	30,349,252	50,071,947	1,626,150	51,697,407
Total for cities	453,069	.....	453,069	27,792,454	.....	27,792,454	54,776,984	.....	54,776,984
Total for State	1,016,470	24,619	1,041,089	573,970,309	9,171,337	583,141,646	104,848,931	1,626,150	106,474,391

TABLE No. 4 -- (Continued.)

COUNTIES. TOWNS AND CITIES.	DISTRICT LIBRARIES.		SCHOOL-HOUSES.					24.	
	21.		23.					24.	
	Number of volumes in district li- brary.	Value of li- brary.	Log.	Frame	Brick.	Stone.	Total.	Value of sch'l. house site.	Value of sch'l. house and site.
Albany, towns	8,740	\$3,632	98	114	34	7	155	\$37,288	\$182,356
City	5,551	5,730	.....	1	25	.....	26	162,000	739,000
Cohoes	1,845	2,067	.....	2	7	.....	9	40,000	100,000
Allegany	6,066	3,747	106	254	2	.....	256	29,585	151,627
Broome, towns	5,547	3,258	68	212	1	.....	213	16,298	180,825
Binghamton	5,118	6,851	.....	.....	1	.....	8	54,500	203,718
Cattaraugus	6,198	4,237	90	274	8	.....	283	55,771	259,032
Cayuga, towns	8,118	4,258	84	198	28	9	235	23,160	174,500
Auburn	650	1,000	.....	.....	13	.....	13	25,000	150,000
Chautauqua	10,276	8,627	91	274	26	.....	301	112,700	527,553
Chemung, towns	2,679	1,549	37	115	.....	.....	115	17,200	80,965
Elmira	2,630	2,700	.....	.....	8	.....	8	71,950	309,450
Chenango	15,438	9,532	159	273	3	.....	276	27,127	156,167
Clinton	7,869	4,869	103	160	34	12	235	19,809	181,399
Columbia, towns	4,522	1,937	84	164	11	.....	175	23,650	167,015
Hudson	1,020	1,720	.....	.....	3	.....	3	8,500	39,500
Cortland	6,496	3,438	90	160	3	2	165	17,335	138,705
Delaware	8,032	4,234	125	340	1	4	346	21,111	129,645
Dutchess, towns	6,466	4,178	54	189	14	.....	203	34,270	200,160
Poughkeepsie,	11,235	17,535	.....	.....	50	.....	7	23,600	128,065
Erle, towns	15,924	10,596	.....	.....	36	1	41	35,365	239,065
Essex	7,067	18,766	75	227	50	.....	282	205,000	694,000
Buffalo	6,572	4,235	.....	158	18	3	181	13,458	122,223
Franklin	6,572	4,235	39	148	13	9	183	10,128	151,468
Putnam	6,572	4,235	39	148	13	9	183	10,128	151,468

	10,077	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Herkimer.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Jefferson, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Kidder, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Kingston, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Lewis.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Livingston.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Madison.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Monroe, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Rochester.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Montgomery.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
New York.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Niagara, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Lockport.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Oneida, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Utica.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Rome.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Orondaga, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Syracuse.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Ontario.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Orange, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Newburgh.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Orleans.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Oswego, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
City.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Osego.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Putnam.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Queens, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Long Island City.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Rensselaer, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Troy.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Richmond.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Richmond.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
St. Lawrence, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Saratoga.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Ogdensburg.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Saratoga.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Schenectady, towns.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
City.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Schenectady.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Schoharie.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Schoharie.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Staubus.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Suffolk.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Sullivan.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Tioga.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Town.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Tompkins.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Ulster.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Warren.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Washington.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000
Wayne.....	4,000	4,000	179	1	820	4	82	337	65,101	10,000	95,000

TABLE No. 4—(Continued.)

COUNTIES. TOWNS AND CITIES.	DISTRICT LIBRARIES.		22.		SCHOOL-HOUSES.				24.	
	21.		Value of li- brary.	District has case for li- brary.	Log.	Frame	Brick.	Stone.	Total.	Value of schol- house and site.
	Number of volumes in district li- brary.									
Albany, towns	8,740	\$3,632		98	.....	114	34	7	155	\$37,296
City	5,551	5,730			.....	1	25		26	162,000
Cohoes	1,845	2,067			.....	2	1		3	79,000
Albany, towns	6,066	3,747	106		.....	254	2		256	29,585
Birmingham	5,547	3,253	68		.....	212	1		213	16,238
Binghamton	5,118	6,851			.....	212	8		220	190,825
Catsaugus	8,118	4,237	90		.....	274	8		282	203,718
Cayuga, towns	8,196	4,253	84		.....	1			1	259,032
Cayuga, towns	8,118	4,253	84		.....	198	28	9	226	174,390
Auburn	650	1,000			.....	1	13		14	150,000
Chautauqua	10,276	8,627	91		.....	274	26		301	112,790
Chautauqua, towns	2,679	1,349	37		.....	115			115	17,200
Chemung, towns	2,630	2,700			.....		8		8	80,965
Elmira	13,486	9,552	159		.....	273			273	309,450
Chenango	103	4,369	103		29	160	34	12	235	158,167
Clinton	4,522	1,937	84		.....	164	11		175	181,399
Columbia, towns	1,020	1,150			.....		3		3	26,650
Hudson	6,496	3,453	90		.....		3		3	8,500
Cortland	8,092	4,234	125		.....	160	3		163	138,705
Delaware	6,466	4,178	54		.....	189	14	2	203	17,535
Dutchess, towns	11,235	17,535			.....	1			1	21,111
Poughkeepsie	15,924	10,596	109		.....	227	50		277	34,270
Erle, towns	20,864	18,766			.....	4	36		40	23,600
Buffalo	7,087	4,235	75		.....	158	18		176	235,000
Essex	6,872	4,236	39		.....	143	13		156	205,000
Franklin .....					.....	143	13		156	131,060

Herkimer.....	6,245	115	166	13	12	191	40,222	201,436
Jefferson, towns.....	10,077	119	330	4	32	337	33,731	253,298
Watertown.....	4,000	.....	.....	6	8	9	10,000	86,000
Kingsburg.....	8,160	.....	20	4	.....	24	40,890	162,530
Brooklyn.....	18,000	.....	5	56	.....	61	650,000	8,900,000
Lewis.....	5,204	81	201	5	5	212	12,169	86,623
Livingston.....	2,184	74	171	12	2	185	24,220	161,623
Madison.....	6,922	118	210	6	5	221	29,690	184,163
Monroe, towns.....	14,175	59	139	54	21	218	44,835	233,100
Rochester.....	18,000	65	99	27	.....	27	113,000	616,100
Montgomery.....	7,663	.....	9	122	8	119	53,540	124,100
New York.....	23,639	114	101	89	.....	132	3,567,800	11,971,800
Niagara, towns.....	10,943	.....	101	.....	27	167	28,876	211,000
Lockport.....	3,630	206	349	15	1	6	32,000	251,233
Oneida, towns.....	17,327	.....	.....	13	12	378	81,371	624,223
Ulster.....	9,371	142	.....	18	.....	18	21,151	99,100
Utica.....	1,103	162	209	2	.....	282	57,103	340,275
Rome.....	14,013	46	2	44	28	.....	154,000	746,000
Orondaga, towns.....	15,463	180	156	33	.....	10	154,000	746,000
Syracuse.....	12,463	.....	156	33	12	303	159,368	274,013
Ontario.....	19,163	.....	145	30	20	165	159,368	274,013
Orange, towns.....	14,319	.....	1	15	.....	7	30,000	184,000
Newburgh.....	23,500	.....	1	15	.....	7	30,000	184,000
Orleans.....	4,011	142	261	6	.....	136	34,645	171,005
Oswego, towns.....	8,538	175	301	27	6	208	29,873	220,321
City.....	4,733	31	57	27	1	14	27,140	158,230
Otsego.....	12,744	73	53	6	.....	315	31,163	163,590
Putnam.....	10,993	131	82	5	.....	61	11,224	45,035
Queens, towns.....	19,801	.....	56	8	.....	85	11,224	45,035
Rensselaer, towns.....	12,693	.....	164	23	.....	188	10,000	301,404
Long Island City.....	1,000	.....	17	13	1	14	22,049	222,049
Richmond.....	6,835	27	39	6	.....	31	57,000	317,000
Rockland.....	6,464	37	410	51	2	47	61,273	167,525
St. Lawrence, towns.....	10,225	181	13	13	13	487	23,849	99,739
Saratoga.....	8,988	54	184	42	6	232	33,588	253,263
Schoenherd, towns.....	2,493	45	48	10	2	10	58,814	71,000
City.....	1,140	.....	184	42	6	232	58,814	71,000
Schoharie.....	3,002	108	2	3	.....	60	5,763	31,910
Schuyler.....	5,724	31	197	8	1	10	24,000	94,000
Seneca.....	2,525	45	111	35	1	232	19,632	118,345
Stearns.....	4,023	126	65	1	1	113	14,520	71,947
Steuben.....	6,908	127	398	6	5	101	20,040	144,580
Suffolk.....	7,158	67	139	6	.....	879	59,547	330,090
Sullivan.....	2,822	91	182	6	.....	145	43,267	197,263
Tioga.....	8,118	63	157	5	.....	185	11,181	87,671
Tompkins.....	7,151	169	153	2	1	162	20,048	120,025
Ulster.....	19,240	137	208	7	.....	161	40,567	172,690
Warren.....	2,898	137	193	8	8	237	80,616	320,117
Washington.....	14,327	137	190	47	3	240	33,255	64,023
Wayne.....	12,691	127	156	29	29	214	39,762	229,430

TABLE No. 4 — (Continued.)

COUNTIES. TOWNS AND CITIES. :	DISTRICT LIBRARIES.			SCHOOL-HOUSES.							24.	
	21.			23.								
	Number of volumes in district li- brary.	Value of li- brary.	District has case for li- brary.	Log.	Frame.	Brick.	Stone.	Total.	Value of sch- house site.	Value of sch- house and site.		
Westchester, towns.....	27,940	\$17,941	118	.....	126	25	4	155	\$139,300	\$440,475	
Yonkers.....	3,022	3,685	.....	.....	2	4	...	6	22,088	137,449
Wyoming.....	8,317	5,087	75	.....	166	4	1	171	24,055	182,470	
Yates.....	3,563	2,088	41	.....	89	11	5	105	17,155	98,195	
Total for towns.....	527,885	\$263,836	5,301	66	10,051	933	384	11,454	\$2,004,269	\$10,942,090		
Total for cities.....	173,820	\$105,806	.....	.....	44	407	0	490	\$5,351,397	\$20,069,175
Total for State.....	701,675	\$462,802	5,301	66	10,095	1,360	383	11,914	\$7,357,666	\$31,011,211		

TABLE No. 5.
ABSTRACT of the Financial Reports of School Commissioners for the year ending September 30, 1883.

COUNTIES. TOWNS AND CITIES.		RECEIPTS.					
		1.	2.	3.	4.	5.	6.
		Amount on hand October 1, 1882.	Amount apportioned to district.	Proceeds of Gospel lands.	Raised by tax.	From all other sources. Teachers' board. Other sources not named.	Total.
Albany, towns.	\$2,913 33	\$25,894 05	\$2 00	\$45,063 82	\$3,422 29	\$540 32	\$77,835 81
City.	57,176 53	47,354 67	.....	164,700 00	.....	12,604 22	281,925 42
Cohoes.	28,079 31	10,982 41	.....	23,474 15	.....	236 75	60,862 63
Allegany.	2,836 90	30,173 92	.....	58,637 55	2,648 02	1,893 18	96,213 06
Broome, towns.	5,231 85	24,215 23	28 49	35,230 60	1,153 60	4,278 42	70,182 25
Binghamton.	2,907 97	11,168 56	82 55	39,639 00	.....	1,228 04	54,834 47
Cattaraugus.	7,422 91	38,434 06	.....	68,330 40	1,533 68	8,056 75	123,970 05
Cayuga, towns.	3,620 82	29,771 53	192 25	41,185 55	770 86	2,506 51	80,162 91
Auburn.	27,066 72	12,557 63	2,307 65	42,941 61	.....	2,192 86	84,758 92
Chautauqua.	7,127 96	46,321 45	.....	118,941 61	1,860 85	9,169 11	183,421 98
Chemung, towns.	1,497 05	14,850 21	1 00	22,467 84	841 50	.....	40,457 70
Elmira.	4,217 44	12,490 65	.....	53,075 00	.....	1,517 97	71,291 06
Chenango.	1,450 07	31,665 59	892 37	38,034 47	5,231 75	4,105 17	91,379 62
Clinton.	2,661 58	33,127 96	706 70	39,099 78	471 50	6,948 61	83,016 13
Columbia, towns.	5,241 99	24,436 35	1,238 73	47,172 96	585 77	11,071 98	89,742 68
Hudson.	4,961 08	5,141 54	.....	7,000 00	.....	245 83	17,368 45
Cortland.	2,705 93	18,503 29	759 61	26,179 50	2,404 44	1,841 48	52,394 23
Delaware.	5,615 48	33,099 75	100 00	33,143 06	15,617 18	85,507 41	109,278 20
Dutchess, towns.	16,451 44	11,763 68	18 59	26,814 33	31 12	1,719 23	55,467 17
Poughkeepsie.	4,144 14	11,763 68	.....	54,542 75	.....	6,636 97	107,086 41
Erle, towns.	117,594 20	84,110 61	1,75	254,578 87	.....	43,935 98	500,219 66
Buffalo.	1,392 86	24,314 96	135 00	37,926 65	613 00	1,891 48	66,213 97
Essex.	2,864 05	22,962 67	151 63	30,441 49	714 69	3,292 75	60,447 23
Franklin.	1,561 73	20,368 16	.....	32,382 68	1,607 78	8,821 88	65,102 23
Fulton.	3,460 81	19,753 76	112 00	30,822 41	.....	12,022 05	66,231 03
Genesee.	1,215 26	21,232 99	22 96	31,298 93	3,333 20	1,386 74	58,469 12
Hamilton.	.....	3,101 86	.....	4,039 37	1,268 00	.....	7,164 19
Herkimer.	1,740 19	28,232 70	.....	57,501 07	.....	3,745 58	92,505 54

TABLE No. 5 — (Continued.)

COUNTIES. TOWNS AND CITIES.	RECEIPTS.					
	1.	2.	3.	4.	5.	6.
	Amount on hand October 1, 1887.	Amount apportioned to district.	Proceeds of Gospel and school lands.	Raised by tax.	From all other sources. Teachers' board. Other sources not named.	Total.
Jefferson, towns	\$2,905 64	\$40,577 64	\$13 33	\$56,751 72	\$4,188 64	\$113,315 14
Watertown	7,413 44	16,204 26	1,027 00	19,000 00	89,877 87	36,564 26
Kings, towns	459 296 90	288,196 17	31 33	46,694 23	14,140 95	103,544 43
Brooklyn	822 36	22,516 66	86 50	977 925 10	74,011 21	1,909,419 38
Lewis	2,163 03	25,601 28	618 95	20,132 77	1,658 50	45,822 62
Livingston	3,101 85	23,907 71	23 00	38,357 76	1,094 04	68,068 11
Madison	5,445 01	33,522 14	23 00	43,989 38	5,769 95	84,597 34
Monroe, towns	109,162 85	47,854 71	502 42	59,733 24	2,731 64	101,432 23
Rochester	2,877 54	21,878 65	420 38	175,000 00	4,826 40	386,824 04
Montgomery	6,990 55	624,066 13	3,238 41	48,809 83	1,984 43	75,555 90
New York	20,067 75	25,127 00	502 42	3,002 291 40	11,202 74	3,629,327 53
Niagara, towns	4,192 24	8,089 82	420 38	43,545 75	2,714 38	87,458 86
Lockport	5,740 08	47,670 08	420 38	20,000 00	6,668 23	50,871 95
Oneida, towns	50 42	19,804 71	3,238 41	68,478 73	1,523 89	127,700 66
Utica	5,759 06	43,190 05	13 72	11,381 31	970 85	91,868 18
Rome	4,904 92	30,952 97	288 90	78,356 91	7,552 60	188,889 98
Onondaga, towns	38,897 09	41,836 86	13 72	108,700 00	1,454 37	206,012 26
Syracuse	5,627 29	20,828 38	288 90	62,660 26	4,001 24	107,353 52
Ontario	3,495 06	38,678 40	71 32	83,668 78	4,489 89	164,395 34
Orange, towns	2,340 63	12,091 25	288 90	30,397 71	2,447 72	47,309 61
Newburgh	2,179 19	36,449 18	8 14	86,863 26	6,949 56	97,507 90
Orleans	3,105 57	38,449 18	71 32	48,203 87	872 44	48,953 69
Oswego, towns	3,049 96	38,449 18	71 32	56,574 54	2,900 96	102,615 14
City	3,049 96	38,449 18	71 32	21,541 65	345 76	34,272 85
Osageo	10,461 78	89,814 07	528 49	98,764 67	17,079 51	179,249 33
Queens, towns	3,305 79	9,769 69	528 49	34,187 00	930 14	125,836 31
Long Island City	3,305 79	35,625 60	528 49	85,446 29	11,498 67	145,304 75
Rensselaer, towns	10,853 57	29,195 61	437 62	98,759 04	14,064 64	130,079 05
Troy	9,782 92	19,717 83	437 62	78,093 04	1,075 98	65,519 22
Richmond	9,782 92	15,015 41	437 62	39,944 50	1,075 98	65,519 22
Rockland	9,782 92	15,015 41	437 62	39,944 50	1,075 98	65,519 22

St. Lawrence, towns.....	3,597 28	54,453 49	2,700 17	57,151 63	4,600 08	4,473 61	127,005 55
Orleansburg.....	12,559 66	5,644 98	.....	13,500 00	.....	1,256 30	32,859 84
Saratoga.....	13,227 22	36,077 54	4 16	62,288 05	.....	12,059 85	153,744 99
Schenectady, towns.....	16 26	6,535 27	.....	17,000 00	142 00	31 87	17,444 33
City.....	.....	6,003 23	.....	23,290 13	.....	14,668 97	39,673 30
Schoharie.....	655 71	23,234 56	.....	17,309 24	7,822 38	670 67	58,942 45
Schoyler.....	2,992 00	13,710 46	563 84	27,359 20	1,411 93	540 59	36,243 48
Seneca.....	6,855 62	13,179 04	1,324 94	89,350 40	.....	4,524 28	60,035 24
Steuben.....	4,538 87	53,839 12	1,047 72	67,719 07	8,982 22	33,640 00	105,071 83
Suffolk.....	6,539 73	31,134 37	864 54	24,620 35	64 75	4,459 71	112,295 83
Sullivan.....	707 01	21,726 74	.....	39,671 09	.....	84	47,137 52
Tioga.....	5,300 91	24,338 07	.....	36,351 77	1,160 49	4,595 58	75,059 32
Tompkins.....	2,755 73	22,960 06	1,866 02	83,743 07	3,042 04	15,075 24	92,073 39
Ulster.....	6,993 74	50,057 49	.....	18,428 07	8,215 63	2,829 84	146,713 24
Warren.....	401 21	17,117 48	80	50,554 60	1,363 50	45 33	36,277 40
Washington.....	3,799 55	32,953 85	232 00	56,399 38	512 50	4,205 32	83,164 23
Wayne.....	3,844 35	32,800 02	170 74	197,073 25	.....	3,449 86	94,197 45
Westchester, towns.....	64,857 42	49,619 63	650 00	51,008 41	.....	23,553 64	384,833 64
Yonkers.....	3,419 59	10,631 67	.....	29,498 33	.....	6,294 70	70,742 46
Wyoming.....	2,482 83	21,227 08	.....	20,197 50	28 00	2,690 31	55,594 59
Yates.....	635 86	14,031 40	.....	.....	2,181 00	2,024 86	30,370 62
Total for towns.....	\$361,392 63	\$1,636,437 72	\$22,860 04	\$2,977,691 00	\$87,563 71	\$236,866 90	\$5,468,634 04
Total for cities.....	\$370,949 23	\$1,313,165 10	\$3 14	\$5,253,772 09	.....	\$194,726 54	\$7,742,631 10
Total for State.....	\$1,332,341 86	\$2,999,602 82	\$22,863 22	\$8,231,463 09	\$87,563 71	\$321,605 44	\$13,206,065 14

TABLE No. 5 — (Continued.)

COUNTIES. TOWNS AND CITIES.	PAYMENTS.										Total.
	7.	8.	9.	10.	11.	12.	13.	14.	15.		
For teachers' wages.	For libraries.	For school apparatus.	For colored schools.	For school-houses, sites, fences, out-houses, repairs, furniture, etc.	For all other incidental expenses.	Forfeited in hands of Supervisor, first Tuesday of March, 1888.	Amount remaining on hand September 30, 1888.				
Albany, towns	\$231 29	\$269 63	.....	\$3,115 06	\$3,259 58	\$1 48	\$4,245 90	\$77,835 81		
City	840 84	94 14	.....	57,553 56	19,488 72	.....	59,286 72	281,923 42	
Cohoes	218 00	466 30	.....	7,005 68	6,040 44	.....	22,477 39	60,862 62	
Allegany	947 99	175 86	.....	18,171 02	8,616 45	.....	2,797 04	96,213 06	
Broome, towns	98 45	166 22	.....	13,393 56	6,493 68	8 80	1,310 80	70,182 25		
Binghamton	1,295 28	231 19	.....	6,434 00	8,252 49	.....	6,749 16	54,834 47	
Cattaraugus	31,902 35	265 60	.....	23,453 02	11,046 59	.....	3,814 73	125,970 05	
Cayuga, towns	83,917 70	572 41	.....	10,603 18	7,696 16	.....	4,043 16	80,162 91	
Auburn	57,570 81	219 75	.....	19,533 27	7,743 20	.....	26,412 31	94,758 82	
Chautauqua	30,227 50	471 20	.....	34,639 90	27,125 70	.....	9,719 05	183,421 98	
Chemung, towns	110,978 34	442 84	.....	5,333 05	8,835 58	.....	1,581 34	40,457 70	
Elmira	29,908 59	46 93	.....	14,527 54	8,653 21	.....	9,538 55	71,291 06	
Chenango	38,290 70	63 79	.....	11,011 56	6,053 51	.....	1,240 37	81,379 62	
Clinton	62,497 43	182 43	.....	18,361 91	8,610 21	3 06	1,424 48	83,016 13		
Columbia, towns	54,440 23	73 71	.....	24,660 54	7,392 51	.....	1,128 71	86,742 68	
Hudson	56,013 21	365 70	.....	2,555 07	2,146 10	.....	3,554 72	17,368 45	
Cortland	8,924 12	188 44	.....	12,234 63	3,934 67	.....	2,781 66	52,394 23	
Delaware	33,351 64	49 85	.....	7,839 50	5,513 03	3 45	573 01	86,507 41		
Dutchess, towns	71,205 54	53 24	.....	7,180 20	8,989 09	.....	5,841 26	109,278 20	
Poughkeepsie	85,185 53	712 71	.....	3,371 44	5,625 69	.....	15,068 88	55,467 17	
Erie, towns	28,149 48	2,018 62	.....	12,682 65	9,995 88	19 56	6,438 60	107,064 41		
Buffalo	77,297 19	249 96	.....	43,985 98	35,167 86	.....	120,824 27	500,219 66	
Essex	238,591 00	150 00	.....	7,812 60	6,004 12	.....	1,566 23	66,213 97	
Franklin	49,694 88	312 30	.....	6,937 22	9,143 29	.....	2,146 44	60,447 28	
Fulton	40,577 49	493 43	.....	14,227 61	5,462 18	12 71	1,585 18	65,102 23		
Genesee	43,090 83	240 05	.....	12,909 10	8,906 58	.....	3,268 18	66,231 08	
Greene	40,975 72	114 17	.....	8,634 32	4,808 30	.....	2,066 39	58,469 13	
Hamilton	43,967 14	362 82	.....	460 27	545 82	.....	.....	7,164 19	
	6,168 00	.....	.....	.....	.....	.....	.....	.....

Herkimer.....	68,530 23	101 90	342 90	9,032 02	11,967 86	2,610 73	93,505 54
Jefferson, towns.....	74,693 65	140 36	307 75	24,676 15	10,711 45	2,940 10	113,315 14
Watertown.....	18,129 50	702 44	748 83	8,626 58	8,867 41		186,664 28
Kings, towns.....	41,492 79	1,031 57	1,317 84	16,641 06	16,283 21		183,544 43
Brooklyn.....	827,710 42	1,968 34	744 00	280,041 56	217,943 65	456,999 96	1,830,419 36
Lewis.....	36,386 39	87 56	185 24	4,838 28	3,204 90		45,822 98
Livingston.....	49,497 69	324 97	141 00	7,661 15	8,940 72	2,102 66	66,068 11
Madison.....	61,578 33	242 63	402 79	8,420 28	10,164 02		84,597 34
Monroe, towns.....	72,001 72	94 11	270 29	13,477 59	9,673 16	6,075 86	101,422 23
Rochester.....	136,814 13	928 57	1,206 09	4,313 77	82,623 80	121,737 70	336,824 06
Montgomery.....	54,223 62	130 26	566 43	11,561 22	6,211 62	2,942 46	75,565 60
New York.....	2,635,745 59	345 25	122,505 10	421,081 96	422,830 80		3,659,327 53
Niagara, towns.....	51,246 72	61 55	247 84	18,918 52	9,210 87	7,449 40	57,459 86
Lockport.....	22,148 37	208 65	129 19	1,180 52	5,580 33	21,747 03	60,871 95
Onesida, towns.....	98,430 91	1,368 66	478 36	21,777 98	11,747 25	5,044 44	127,700 66
Utica.....	96,662 04		94 87	19,549 49	8,246 61		91,984 18
Rome.....	12,910 00			1,496 37	4,320 36	27 82	18,754 65
Onondaga, towns.....	96,954 40	183 96	1,147 99	20,651 10	13,779 97	6,761 95	138,889 98
Syracuse.....	93,720 95	2,363 18	1,028 45	36,039 34	15,516 31	55,314 03	200,012 36
Ontario.....	71,394 02	298 62	432 18	17,800 94	9,578 87	7,968 89	107,353 52
Orange, towns.....	101,570 75	829 49	701 39	25,423 76	11,858 93	23,632 67	164,366 34
Newburgh.....	29,940 13	2,964 61		2,293 64	8,442 60	3,708 03	47,300 61
Orleans.....	41,378 14	72 48		14,027 48	6,002 11	1,449 45	63,268 42
Oswego, towns.....	68,354 39	170 96	298 75	16,187 40	8,810 74	3,632 47	97,507 80
City.....	28,176 60	577 71	73 90	10,142 25	8,711 20	1,211 94	48,953 66
Oscego.....	77,604 04	74 93	343 73	12,614 98	9,230 63	2,436 53	102,615 14
Putnam.....	24,655 76	39 83		3,736 07	1,953 63	3,400 22	34,272 85
Queens, towns.....	100,475 53	466 89	3,400 65	31,462 36	14,659 46	22,594 29	176,240 53
Seneca.....	26,085 86	732 40	967 07	8,027 16	4,579 41	14,028 14	54,418 54
Long Island City.....	80,402 07	537 66		24,024 63	14,068 67	5,728 80	125,836 31
Rensselaer, towns.....	79,439 25	181 25		34,434 72	19,023 47	11,728 06	145,304 75
Troy.....	61,885 42	575 66	416 91	61,720 41	13,015 19	7,343 80	151,079 65
Richmond.....	42,059 67	185 16	318 20	6,962 37	6,730 12	10,486 80	65,819 52
Rockland.....	94,070 59	153 31	327 69	17,672 31	10,451 17	3,839 21	127,006 56
St. Lawrence, towns.....	14,726 81	110 60	712 45	23,571 29	11,945 11	11,944 57	32,269 94
Orleansburg.....	16,119 61	15 44		24,033 94	13,417 24	40,382 96	195,144 69
Saratoga.....	30,520 15	15 44		1,000 29	1,810 99	154 86	11,444 32
Schenectady, towns.....	49,521 24	139 25	105 35	15,224 27	3,032 97		28,672 40
City.....	49,021 26	44 70	138 01	4,338 56	3,122 14	776 83	58,842 45
Schoharie.....	39,699 80	90 52	172 71	7,347 06	3,023 87	2,080 43	50,349 40
Schuyler.....	38,600 23	90 52	172 71	7,347 06	3,023 87	2,080 43	50,349 40
Seneca.....	113,656 21	342 11	623 02	29,476 09	21,170 51	20,291 72	165,768 34
Saratoga.....	79,774 47	324 14	623 02	11,775 09	8,751 10	8,790 45	112,366 68
Sullivan.....	38,159 47	41 83	62 06	11,561 22	3,044 97	8,190 45	51,175 84
Tioga.....	49,157 62	1,064 92	1,294 83	15,681 93	9,381 04	1,024 43	75,060 90
Town.....	49,729 86	545 67	428 93	15,681 93	9,381 04	1,024 43	75,060 90
Upstate.....	111,593 38	515 34	428 93	15,681 93	9,381 04	1,024 43	144,713 84
Warren.....	29,529 95	29 62	618 42	13,610 34	14,773 28	5,094 39	36,277 40
Washington.....	67,011 97	119 10	711 23	9,472 34	3,900 62	2,840 64	93,144 23
Wayne.....	69,377 97	315 34	836 43	13,736 35	9,130 91	2,800 40	96,167 45

TABLE No. 5 — (Continued.)

	PAYMENTS.								15.
	7.	8.	9.	10.	11.	12.	13.	14.	
COUNTIES. TOWNS AND CITIES.	For teachers' wages.	For libraries.	For school apparatus.	For colored schools.	For school-houses, sites, fences, out-houses, repairs, furniture, etc.	For all other incidental expenses.	Forfeited in hands of Supervisor, first Tuesday of March, 1883.	Amount remaining on hand September 30, 1883.	Total.
Westchester, towns...	(\$104,445 32	\$1,316 23	\$8,326 04	\$304 91	\$71,413 54	\$37,327 25	\$448 05	\$50,772 60	\$384,853 94
Yonkers	32,860 16	174 69	4,920 53	.....	16,031 13	13,706 90	.....	3,549 05	70,742 46
Wyoming	42,187 56	54 87	141 11	.....	6,236 45	5,083 43	.....	2,161 17	53,694 59
Yates	28,554 54	49 92	43 13	.....	6,532 41	3,435 16	.....	735 48	39,370 62
Total for towns....	\$3,626,366 16	\$18,144 70	\$36,578 06	\$8,296 10	\$59,329 60	\$539,496 07	\$566 45	\$374,656 90	\$5,463,434 04
Total for cities	\$4,639,086 67	\$19,654 96	\$136,090 29	\$36,664 54	\$1,060,341 67	\$871,978 82	.....	\$972,814 15	\$7,742,631 10
Total for State.....	\$8,265,452 83	\$37,799 66	\$172,668 35	\$44,960 64	\$1,925,671 27	\$1,411,474 89	\$566 45	\$1,347,471 05	\$13,206,065 14

TABLE No. 6.
STATEMENT of the investment of the capital of the School Fund at the close of each fiscal year since its establishment, to September 30, 1883.

YEARS.	BONDS.		LOANS OF				District of Columbia bonds.	Middletown bonds.	Albany City and county bonds.	New York City and county bonds.
	For lands sold.	For loans.	1796.	1792.	1808.	1840.				
1805		\$24,900 00								
1806	\$87,674 93	43,500 00								
1807	163,407 66	63,773 00								
1808	212,246 31	83,403 00								
1809	219,996 21	101,501 00								
1810	232,702 97	69,653 75								
1811	240,370 67	101,924 65								
1812	263,743 39	143,965 38								
1813	290,942 28	222,540 51								
1814	298,124 86	245,064 17								
1815	291,424 91	328,107 30								
1816	320,165 33	392,076 93								
1817	306,963 60	387,980 71								
1818	316,434 98	390,000 17								
1819			\$500,000 00		\$449,078 00					
1820			500,000 00		449,078 00					
1821		4,554 57	500,000 00		449,078 00					
1822			498,177 50		449,078 00					
1823	23,868 80		493,232 87		447,095 25					
1824	85,749 12		450,660 92		445,960 50					
1825	100,664 46		410,547 06		436,372 50					
1826	112,751 28		382,549 40		434,182 50					
1827	188,624 59		353,496 96		430,121 50					
1828	201,611 65		332,564 35		426,303 54					
1829	212,421 98	1,500 00	317,860 17		411,352 82					
1830	242,613 62	18,800 00	300,073 54		393,611 68					
1831	335,223 22	20,850 00	275,591 91		368,985 16					
1832	570,009 23	17,663 06	246,537 63		323,062 75					
1833	651,510 80	24,650 00	215,037 93		299,453 46					
1834	801,646 20	40,665 20	201,000 66		285,193 04					
1835	1,098,577 96	176,644 48	179,571 17		290,120 93					

TABLE No. 5 — (Continued.)

	PAYMENTS.								15.
	7.	8.	9.	10.	11.	12.	13.	14.	
COUNTIES. TOWNS AND CITIES.	For teachers' wages.	For libraries.	For school apparatus.	For colored schools.	For school-houses, sites, fences, out-houses, repairs furniture, etc.	For all other incidental expenses.	Forfeited in hands of Supplier, first Tuesday of March, 1883.	Amount remaining on hand September 30, 1883.	Total.
Westchester, towns...	\$164,445 32	\$1,318 23	\$8,328 04	\$304 91	\$71,413 54	\$37,327 25	\$448 05	\$50,772 60	\$334,853 94
Yonkers	32,860 16	174 69	4,920 53	.....	16,031 13	13,706 90	.....	3,549 05	70,742 46
Wyoming	42,187 56	54 87	141 11	.....	6,286 45	5,083 43	.....	2,161 17	53,694 59
Yates	28,554 54	49 82	43 13	.....	6,532 41	3,435 16	.....	735 48	39,370 62
Total for towns....	\$3,626,366 16	\$13,144 70	\$36,578 06	\$8,296 10	\$359,329 60	\$539,496 07	\$568 45	\$374,656 90	\$5,463,434 04
Total for cities	\$4,699,086 67	\$19,654 96	\$136,090 29	\$36,694 54	\$1,066,341 67	\$371,978 82	.....	\$972,814 15	\$7,742,631 10
Total for State	\$8,265,452 83	\$37,799 66	\$172,668 35	\$44,980 64	\$1,925,671 27	\$1,411,474 89	\$568 45	\$1,347,471 05	\$13,206,065 14

TABLE No. 6.
STATEMENT of the investment of the capital of the School Fund at the close of each fiscal year since its establishment, to September 30, 1883.

YEARS.	BONDS.		LOANS OF				District of Columbia bonds.	Middletown bonds.	Albany City and county bonds.	New York City and county bonds.
	For lands sold.	For loans.	1786.	1792.	1808.	1840.				
1805.		\$24,900 00								
1806.	\$37,074 83	42,800 00								
1807.	163,407 63	63,778 00								
1808.	212,246 31	83,403 00								
1809.	219,996 21	101,501 00								
1810.	232,702 97	66,653 75								
1811.	240,370 67	101,924 52								
1812.	263,743 26	143,965 38								
1813.	280,342 26	222,540 51								
1814.	288,124 86	245,034 17								
1815.	291,424 91	328,107 30								
1816.	320,165 33	392,076 93								
1817.	306,383 60	397,990 71								
1818.	316,434 89	390,000 17		\$500,000 00	\$449,076 00					
1819.				500,000 00	449,076 00					
1820.				500,000 00	449,076 00					
1821.		4,554 57		500,000 00	449,076 00					
1822.				496,177 50	449,076 00					
1823.	23,883 39			493,232 87	447,495 25					
1824.	85,749 12			450,690 92	443,990 50					
1825.	100,664 46			410,547 08	439,372 50					
1826.	112,751 28			382,549 40	434,182 50					
1827.	186,624 59			353,486 96	426,303 54					
1828.	201,611 65	1,500 00	\$31,624 38	322,564 35	411,352 82					
1829.	212,421 98	1,500 00	30,095 21	317,860 17	388,461 58					
1830.	242,613 52	18,800 00	20,665 00	275,591 54	388,865 16					
1831.	335,293 22	20,850 00	10,157 22	275,591 54	332,092 75					
1832.	570,009 23	17,665 06	9,611 47	246,537 63	215,037 93					
1833.	651,510 20	24,650 00	8,394 65	201,000 66	285,163 04					
1834.	801,646 20	40,665 00	2,898 87	179,571 17	280,120 93					
1835.	1,098,577 96	176,644 48	2,815 13							

TABLE No. 6 — (Continued.)

YEARS.	Bank stock.	State stocks.	United States stocks.	Comptrol'r's bonds.	Money in the treasury.	Bonds for encumbered lands.	Quit rents, arrearages of interest, and miscellaneous.	Oswego city bonds.	Total amount of capital.
1805.	\$50,000 00				\$1,874 10				\$36,774 10
1806.	64,000 00				2,688 13				183,162 96
1807.	67,000 00				16,978 93				307,164 56
1808.	70,850 00				3,606 67		\$20,731 37		300,637 15
1809.	79,100 00				3,350 30		24,231 40		428,177 91
1810.	118,500 00				238 33		28,455 87		483,328 29
1811.	165,000 00				2,338 37		48,831 13		538,404 09
1812.	182,000 00				3,345 54		43,703 89		636,758 07
1813.	255,000 00				35,955 43		36,830 19		822,064 94
1814.	270,000 00				42,548 02		35,750 84		891,437 89
1815.	270,000 00						44,452 22		934,015 13
1816.	270,000 00								982,342 26
1817.	294,000 00				17,454 53		60,000 00		971,364 31
1818.	291,000 00						100,000 00		1,044,889 09
1819.	180,000 00						96,500 00		1,229,076 00
1820.	180,000 00						52,011 41		1,215,526 00
1821.	180,000 00						20,064 55		1,155,887 40
1822.	180,000 00				3,822 50	\$6,686 85	27,620 23		1,172,913 32
1823.	180,000 00	\$13,000 00			8,857 94	8,853 63			1,290,048 14
1824.	180,000 00	13,000 00			89,025 37				1,319,890 46
1825.	280,000 00	108,000 00			9,520 56				1,353,477 64
1826.	280,000 00	220,000 00			11,830 88	12,163 58			1,611,097 80
1827.	280,000 00	220,000 00			97,653 00	11,676 37			1,684,628 80
1828.	280,000 00	320,000 00			70,446 24	23,607 81			1,711,081 24
1829.	280,000 00	395,825 00			45,091 72	26,363 55			1,711,081 24
1830.	280,000 00	407,000 00			83,463 85				1,684,628 80
1831.	280,000 00	407,000 00			61,867 64				1,711,081 24
1832.	230,000 00	337,000 00							1,754,159 40
1833.	230,000 00	330,000 00							1,735,175 28
1834.	230,000 00	280,000 00							1,754,046 84
1835.	105,050 00								1,791,321 77
1836.	102,250 00								1,875,181 17
1837.	102,300 00				52,413 15				1,917,394 63
1838.	102,300 00				64,111 39				1,918,947 63
1839.	102,300 00	1,720 79			39,880 37				1,929,107 69
1840.	102,300 00	21,755 91			55,296 05		\$2,700 00		1,923,421 99
1841.	102,300 00	21,755 91			67,414 57		\$3,000 00		1,933,807 96
1842.	102,300 00	23,300 96			117,542 10				2,036,625 61
1843.	102,300 00				12,302 06				2,086,625 61

1842	102,300 00	23,200 96	48,707 91	1,968,290 72
1843	102,300 00	23,200 96	115,086 31	1,975,013 15
1844	102,300 00	23,200 96	218,384 85	1,982,918 35
1845	50,000 00	115,500 96	320,354 11	2,000,632 41
1846	50,000 00	115,500 96	413,928 46	2,131,925 40
1847	50,000 00	115,500 96	455,406 32	2,170,514 47
1848	50,000 00	230,500 96	143,238 81	2,211,475 14
1849	50,000 00	228,500 96	64,685 05	2,243,563 36
1850	50,000 00	213,200 96	162,170 53	2,280,473 23
1851	50,000 00	193,200 96	112,548 13	2,325,440 72
1852	50,000 00	193,200 96	206,578 86	2,354,530 60
1853	50,000 00	193,200 96	296,481 87	2,383,257 23
1854	50,000 00	193,200 96	226,147 49	2,425,211 97
1855	50,000 00	231,400 96	282,667 85	2,457,520 86
1856	50,000 00	231,400 96	347,320 30	2,491,916 14
1857	50,000 00	231,400 96	312,330 00	2,526,302 24
1858	50,000 00	936,502 29	324,763 71	2,551,290 52
1859	50,000 00	936,502 29	294,740 34	2,580,251 16
1860	50,000 00	936,502 29	385,444 45	2,607,093 68
1861	50,000 00	1,135,037 24	286,173 20	2,625,470 94
1862	50,000 00	1,135,037 24	270,521 84	2,658,116 42
1863	50,000 00	1,135,037 24	394,019 08	2,694,562 33
1864	50,000 00	1,135,037 24	523,312 59	2,734,213 15
1865	50,000 00	1,135,037 24	603,006 22	2,765,700 77
1866	50,000 00	1,105,037 24	1,031,555 09	2,790,630 04
1867	50,000 00	1,105,037 24	1,061,297 07	2,827,465 34
1868	50,000 00	1,105,037 24	1,054,571 42	2,853,390 40
1869	50,000 00	1,105,037 24	1,048,010 23	2,880,017 01
1870	50,000 00	1,105,037 24	1,133,567 98	2,915,633 04
1871	50,000 00	1,105,037 24	1,226,480 30	2,978,570 52
1872	50,000 00	1,105,037 24	1,277,547 36	3,004,513 55
1873	50,000 00	1,105,037 24	1,310,866 28	3,029,513 55
1874	50,000 00	1,105,037 24	1,336,891 73	3,054,772 10
1875	50,000 00	1,105,037 24	1,381,708 96	3,080,107 68
1876	50,000 00	1,105,037 24	1,422,028 01	3,105,107 68
1877	50,000 00	250,000 00	2,388,301 31	3,130,782 78
1878	50,000 00	30,000 00	2,687,858 56	3,156,062 78
1879	50,000 00	445,000 00	2,382,561 00	3,226,285 54
1880	50,000 00	1,445,000 00	1,376,135 01	3,251,285 54
1881	50,000 00	1,445,000 00	1,374,399 27	3,276,001 54
1882	50,000 00	3,008,000 00	1,125,103 39	3,802,901 54
1883	50,000 00	2,273,000 00	5,201 41	3,827,901 54

*Treasury notes.

TABLE No. 7.
 COMPARATIVE STATISTICS of the Common Schools of the State for the fiscal year ending September 30, 1878, and for
 the year ending September 30, 1883.
 STATISTICAL.

	1883.			1878.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Number of school districts	756	11,239	11,995	739	11,270	12,009
Number of teachers employed at the same time for 28 weeks or more	6,746	14,371	21,117	5,998	13,960	19,948
Number of children between five and twenty-one years of age	878,224	806,876	1,685,100	775,946	839,810	1,615,756
Average number of weeks school was taught by duly licensed teachers	40.8	33.1	35.4	41.0	33.5	35.8
Number of male teachers employed	720	6,003	6,723	601	7,877	7,978
Number of female teachers employed	6,945	17,902	24,847	6,237	16,352	22,589
Number of children attending school	453,099	537,940	1,041,039	416,468	615,584	1,032,052
Average daily attendance	278,793	304,349	583,142	252,704	324,903	577,606
Number of times schools have been visited by Commissioners	173,820	13,234	18,294	150,177	19,718	19,718
Number of volumes in district libraries .....	.....	527,855	701,675	.....	601,357	751,534
Number of school-houses, log	44	66	66	.....	84	84
Number of school-houses, frame	407	10,051	10,085	54	9,967	10,021
Number of school-houses, brick	9	953	1,860	368	924	1,292
Number of school-houses, stone .....	.....	384	383	9	418	1,427
Total number of school-houses	460	11,454	16,914	431	11,393	11,824

TABLE No. 7 — (Continued.)
FINANCIAL.

RECEIPTS.	1883.			1878.		
	Cities.	Towns.	Total.	Cities.	Towns.	Total.
Amount on hand at the beginning of the year.....	\$970,949 23	\$361,892 63	\$1,332,841 86	\$837,356 83	\$236,266 27	\$1,133,643 09
Apportionment of public moneys.....	1,313,165 10	1,696,437 72	2,999,602 82	1,310,481 67	1,574,060 09	3,184,541 76
Proceeds of the gospel and school lands.....	8 14	22,890 08	22,898 22	8 14	44,740 88	94,748 83
Raised by tax.....	5,263,772 09	2,977,691 00	8,241,463 09	4,614,135 64	2,390,167 30	7,004,302 97
Estimated value of teachers' board.....	.....	87,563 71	87,563 71	.....	148,492 99	148,492 99
From all other sources.....	194,736 54	326,958 90	521,695 44	60,496 33	215,401 74	275,898 07
Total.....	\$7,742,631 10	\$5,463,434 04	\$13,206,065 14	\$6,822,478 60	\$4,971,149 07	\$11,793,627 67
EXPENDITURES.						
For teachers' wages.....	\$4,639,086 67	\$3,626,366 16	\$8,265,452 83	\$4,240,304 30	\$3,516,550 01	\$7,756,844 31
For libraries.....	19,654 96	15,144 70	34,799 66	14,008 66	14,546 82	28,555 48
For school apparatus.....	136,090 26	86,573 08	172,663 35	162,891 08	30,108 49	192,997 57
For colored schools.....	36,664 54	8,266 10	44,930 64	53,128 29	8,046 89	61,174 88
For school-houses, sites, etc.....	1,066,241 67	859,329 60	1,925,571 27	757,937 17	605,028 40	1,362,965 57
For all other incidental expenses.....	871,978 82	539,496 07	1,411,474 89	772,071 69	451,256 62	1,223,328 31
Forfeited in hands of supervisors.....	.....	566 45	566 45	.....	175 47	1,823,328 31
Amount on hand at the end of the year.....	972,814 15	374,656 90	1,347,471 05	882,147 41	344,974 57	1,167,121 98
Total.....	\$7,742,631 10	\$5,463,434 04	\$13,206,065 14	\$6,822,478 60	\$4,971,149 07	\$11,793,627 67

TABLE No. 8.
TEACHERS' INSTITUTES, 1883 — SPRING INSTITUTES.

COUNTIES.	Place of meeting.	Date of beginning.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate number of days.	AVERAGE TERMS TAUGHT BY TEACHERS.		
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Broome.....	Binghamton.....	April.....	34	186	220	22	156	178	893	4	4	4
Chemung.....	Horseheads.....	March.....	46	156	202	27	104	131	686	8	6	6
Chemung.....	Norwich.....	June.....	36	138	174	17	100	117	584	5	4	5
Clinton.....	Plattsburgh.....	April.....	53	174	227	30	118	146	733	6	6	6
Dutchess.....	Poughkeepsie.....	May.....	78	188	266	46	141	187	937	16	8	8
Essex.....	Elizabethtown.....	May.....	23	132	155	18	120	138	689	6	6	6
Genesee.....	Batavia.....	April.....	30	117	147	18	75	93	474	14	7	7
Jefferson.....	Watertown.....	March.....	89	224	313	53	161	214	1,072	11	6	6
Kings.....	East New York.....	May.....	19	51	70	17	47	64	269	37	12	12
Madison.....	Earlville.....	March.....	23	97	120	14	71	85	423	5	6	6
Onondaga.....	Geddes.....	March.....	96	315	411	46	178	224	822	9	6	6
Orleans.....	Albion.....	March.....	54	155	209	29	92	121	607	6	6	6
Putnam.....	Parish.....	April.....	47	227	274	26	176	202	1,069	6	3	3
Queens.....	Cold Spring.....	May.....	23	54	77	16	47	63	314	18	10	10
Rensselaer.....	Flushing.....	March.....	46	184	230	44	180	224	1,044	22	11	11
Richmond.....	Lansingburgh.....	May.....	74	289	363	54	180	234	1,171	13	10	10
Rockland.....	Stapleton.....	May.....	32	102	134	27	64	91	455	20	15	15
St. Lawrence.....	Nyack.....	April.....	34	60	94	30	54	84	420	16	9	9
Saratoga.....	Brasher Falls.....	April.....	38	201	239	23	100	123	618	7	5	5
Schoharie.....	Saratoga Springs.....	February.....	59	165	224	23	100	123	618	9	7	7
Schuyler.....	Watkins.....	April.....	43	102	145	47	130	177	887	5	5	5
Suffolk.....	Riverhead.....	April.....	66	156	222	27	88	115	576	5	5	5
Tompkins.....	Dryden.....	March.....	26	66	92	18	44	62	310	16	6	6
Wayne.....	Palmyra.....	April.....	87	254	341	53	189	242	1,212	7	4	4
Westchester.....	Mt. Vernon.....	May.....	56	206	262	48	174	222	1,112	23	15	15
Wyoming.....	Penn Yan.....	April.....	29	118	147	15	65	80	446	13	8	8
Yates.....	Versailles.....	March.....	18	94	112	10	20	29	375	7	10	10
Allegany and Cattaraugus.....	.....	.....	11	23	34	9	20	29	145	7	7	7
Total.....	.....	.....	1,294	4,162	5,456	631	3,122	3,953	19,507	11	7	8

TABLE No. 8—(Continued.)
TEACHERS' INSTITUTES, 1883—FALL INSTITUTES.

COUNTIES.	Place of meeting.	Date of beginning.	TEACHERS IN ATTENDANCE.		AVERAGE DAILY ATTENDANCE.		Aggregate number of days in attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.	
			Male.	Female.	Male.	Female.		Male.	Female.
Albany.....	New Salem.....	September 3	26	36	29	21	26	179	6
Allegany.....	Friendship.....	August 27	74	102	266	163	216	1,083	6
Cattaraugus.....	Franklinville.....	September 10	57	127	184	94	138	679	6
Cayuga.....	Weedsport.....	October 8	68	131	247	101	138	687	6
Chemung.....	Warsaw.....	October 1	83	267	350	220	289	1,433	6
Chenango.....	Horseheads.....	October 15	82	125	157	73	88	439	6
Columbia.....	Ghent.....	November 1	53	83	138	38	101	502	10
Cortland.....	Homer.....	October 29	41	79	120	63	83	467	10
Delaware.....	Delhi.....	October 15	131	198	319	84	231	1,153	3
Erie.....	Springville.....	October 29	71	144	215	113	166	829	4
Franklin.....	Malone.....	October 22	35	160	195	126	149	742	4
Fulton.....	Gloversville.....	October 15	61	111	172	80	115	577	5
Genesee.....	Batavia.....	November 5	75	111	186	47	117	586	5
Greene.....	Hensonsville.....	September 17	51	106	159	40	132	658	6
Herkimer.....	Herkimer.....	September 24	74	184	253	101	147	736	7
Jefferson.....	Clayton.....	September 3	46	124	170	89	119	594	7
Lewis.....	Martinsburgh.....	October 1	14	65	109	68	75	372	9
Livingston.....	Danville.....	October 29	38	123	161	79	102	506	7
Madison.....	Canastota.....	September 24	23	94	120	54	65	327	7
Monroe.....	Pittsford.....	August 30	69	185	264	118	166	777	6
Montgomery.....	Canajoharie.....	September 29	53	102	160	35	105	521	14
Niagara.....	Lockport.....	September 10	64	226	254	187	171	854	7
Oneida.....	Rome.....	October 1	64	190	254	100	130	654	7
Onondaga.....	Fayetteville.....	October 22	206	266	372	127	179	894	6
Orange.....	Canandaigua.....	October 8	67	175	242	35	165	777	7
Orleans.....	Middletown.....	October 27	37	102	139	25	92	461	7
Oswego.....	Albion.....	November 8	76	176	262	67	152	763	12
Otsego.....	Sandy Creek.....	October 5	108	197	303	45	219	1,006	4
Rensselaer.....	Oneonta.....	August 20	56	149	217	74	145	915	5
St. Lawrence.....	Castleton.....	August 27	56	113	171	66	133	647	7
	Gouverneur.....	August 6	31	246	277	41	182	647	15
						30	212	1,057	6

TABLE No. 8 -- (Continued.)

COUNTIES.	Place of meeting.	Date of beginning.	TEACHERS IN ATTENDANCE.			AVERAGE DAILY ATTENDANCE.			Aggregate number of days attendance.	AVERAGE TERMS TAUGHT BY TEACHERS.		
			Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
Saratoga	Ballston	June 25	76	150	174	14	112	126	653	15	7	8
Schenectady	Schenectady	December 17	38	68	101	22	45	67	334	8	5	6
Schoharie	Middleburgh	October 5	120	136	316	79	181	210	1,048	11	8	9
Seneca	Watertown	October 13	23	110	133	44	106	150	750	15	6	8
Steuben	Corning	August 24	40	89	129	27	67	94	385	8	5	7
Sullivan	Monticello	September 12	51	126	237	37	178	215	475	9	4	5
Tioga	Owego	September 19	51	135	206	32	115	147	1,079	7	4	3
Tompkins	Elmira	October 22	23	112	146	14	63	77	734	4	11	11
Ulster	Warrensburg	October 27	23	117	140	16	93	109	385	6	11	10
Warren	Granville	September 27	33	139	172	19	89	108	547	4	6	6
Washington	Status	November 17	142	247	389	111	190	301	1,505	5	6	6
Wayne	Warsaw	September 17	46	155	201	23	91	113	564	4	7	7
Worming	Penn Yan	November 9	49	88	137	28	62	90	453	8	7	7
Yates .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total .....	.....	.....	2,573	6,579	9,152	1,663	4,615	6,278	31,408	7	6	7

NORMAL SCHOOLS.

LOCATION.	Established.	Opened.	Departments.	ATTENDANCE DURING THE YEAR.			AVERAGE AGES.		GRADUATED 1883.			WHOLE NUMBER OF GRADUATES.		
				Pupils.	Total.	Average.	Total.	Male.	Female.	Male.	Female.	Male.	Female.	Total.
Albany	1844	1844	Normal	515	713	277	404	21.5	19.3	23	63	982	1,680	2,672
Brookport	1866	1867	Normal	198	127	127	713	19.1	19.1	3	17	82	219	301
Buffalo	1867	1871	Academic	392	217	217	70	18.2	17.3	10	19	12	251	263
			Intermediate	200	70	70	528	19.1	19.1	5	41	70	825	895
			Primary	174	946	119	122	20	19.1	2	8	29	281	310
			Normal	235	151	151	352	20	19.4	2	8	29	281	310
Cortland	1866	1869	Academic	279	512	201	352	20	19.1	5	41	70	825	895
			Primary	504	275	275	129	20	19.1	5	41	70	825	895
			Academic	42	275	275	129	20	19.1	5	41	70	825	895
			Intermediate	191	988	101	566	20	19.4	2	8	29	281	310
Fredonia	1866	1868	Primary	251	988	101	566	20	19.4	2	8	29	281	310
			Normal	208	119	119	42	20	19.4	2	8	29	281	310
			Academic	77	115	115	382	20.2	19.3	7	10	64	166	230
			Intermediate	190	617	250	382	20.2	19.3	7	10	64	166	230
Geneseo	1867	1871	Primary	142	617	250	382	20.2	19.3	7	10	64	166	230
			Normal	453	66	66	95	21	21	3	53	96	1,008	1,102
			Academic	182	95	95	490	21	21	3	53	96	1,008	1,102
			Intermediate	187	952	79	490	21	21	3	53	96	1,008	1,102
Oswego	1863	1863	Primary	145	952	79	490	21	21	3	53	96	1,008	1,102
			Normal	372	799	219	516	19.5	19.3	9	16	73	187	260
			Primary	497	799	219	516	19.5	19.3	9	16	73	187	260
			Normal	381	66	66	483	19.5	19.3	9	16	73	187	260
Potsdam	1866	1869	Academic	152	779	63	483	19.5	19.3	9	16	73	187	260
			Primary	131	84	84	483	19.5	19.3	9	16	73	187	260
			Intermediate	115	779	73	483	19.5	19.3	9	16	73	187	260
			Primary	115	779	73	483	19.5	19.3	9	16	73	187	260
Total			Total	6,306	3,691	..	3,691	19.5	19.3	52	236	1,418	4,115	5,533

TABLE No. 9 — (Continued.)
 FINANCIAL STATISTICS from reports of Local Boards, for the year ending September 30, 1883.

SCHOOLS.	VALUE OF SCHOOL PROPERTY.				MONEYS RECEIVED.				
	Lots and build- ings.	Furniture.	Library and ap- paratus.	Total.	Balance with lo- cal board Oct. 1, 1882.	From the State.	From academic, intermediate and primary tuition.	From other sources.	Total.
Albany.....	\$75,000 00	\$5,000 00	\$10,500 00	\$90,000 00	\$684 85	\$20,190 85	\$2,422 00	\$28 50	\$23,323 70
Brockport.....	140,000 00	5,000 00	11,000 00	156,000 00	1,040 88	19,207 43	2,547 25	95 00	22,800 56
Buffalo.....	100,000 00	7,152 10	8,627 74	115,779 84	29 62	17,877 71	.....	.....	17,907 33
Cortland.....	98,750 00	6,500 00	8,368 00	108,616 00	1,345 11	24,719 63	55 25	17 10	26,137 09
Fredonia.....	112,000 00	5,000 00	8,383 00	125,383 00	.....	21,157 66	476 00	10 84	21,644 50
Genesee.....	106,000 00	5,800 00	7,900 00	119,700 00	122 66	16,972 79	1,850 42	.....	18,945 87
Oswego.....	80,000 00	7,000 00	11,000 00	98,000 00	.....	20,580 45	754 98	.....	21,335 43
Potsdam.....	100,000 00	4,000 00	6,000 00	110,000 00	306 20	18,962 13	1,900 80	384 40	21,553 03
Total.....	\$806,750 00	\$45,482 10	\$71,276 74	\$923,478 84	\$3,520 82	\$159,668 15	\$10,006 20	\$533 84	\$173,737 51

TABLE No. 9 — (Continued.)
MONEYS PAID.

SCHOOLS.	MONEYS PAID.						Total.
	For Normal In- struction.	For academic, intermediate, and primary instruction.	For library and apparatus.	For repairs of buildings and improvements of grounds.	Other expenses.	Balance Sep- tember 30, 1883.	
Albany.....	\$12,836 66	\$1,851 00	\$775 61	\$2,319 61	\$4,574 06	\$968 74	\$23,323 70
Brookport ..	14,500 00	1,850 00	444 06	2,388 39	3,137 44	570 67	23,860 56
Buffalo.....	13,800 00	150 00	497 74	1,161 46	2,294 33	3 80	17,907 33
Cortland ..	14,975 00	3,750 00	1,410 82	205 33	4,599 58	1,198 36	26,137 09
Fredonia ..	10,150 00	4,200 00	219 01	3,157 66	3,917 83	.... ..	21,644 50
Geneseo ..	9,750 00	4,050 00	612 39	651 65	3,513 85	388 08	18,945 87
Oswego.....	15,111 41	400 00	221 73	.....	5,461 19	141 10	21,335 43
Potadam....	11,680 00	3,000 00	750 35	863 24	4,453 41	806 08	21,553 08
Total.....	\$102,803 07	\$19,251 00	\$4,931 71	\$10,747 24	\$31,961 71	\$4,052 78	\$173,737 51

(A.)

CHAMBER OF COMMERCE OF THE STATE OF NEW YORK.

NEW YORK, December 12, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— Pursuant to the instructions of the Chamber of Commerce, I have the honor to inclose to you herewith, a copy of the report of the Ninth Annual Examination of the Nautical School of the Port of New York, on the school-ship "St. Mary's," on the 18th of October last, by the Council appointed by the Chamber.

With great respect, your obedient servant,

GEORGE WILSON,

Secretary.

REPORT OF THE NINTH ANNUAL EXAMINATION ON THE SCHOOL-SHIP
"ST. MARY'S," OCTOBER 18, 1883, BY THE COUNCIL APPOINTED BY
THE CHAMBER OF COMMERCE.

To the Chamber of Commerce :

The Council of the Nautical School of the Port of New York begs to report as follows :

That the Ninth Annual Examination of the school was held on Thursday, October 18, 1883, on board the school-ship "St. Mary's," at anchor off 23d street, East River.

The Council was ably assisted in the performance of its duties by Captains William B. Hilton, J. R. Shillaber and J. H. Merriman, as experts, and their report is herewith appended.

The scholars were first examined in the science of navigation, and afterward exercised in the handling of sails, etc., and other duties to which a seaman is subject, in all of which they showed proficiency, and reflected credit upon the instructors and officers of the school, for their conscientious and faithful discharge of duty. The following was the programme of the exercises of the day :

1. Muster boys on spar deck, with bags for inspection.
 2. Inspection of vessel, lower decks, holds, etc.
 3. Inspection of specimens of marlinspike seamanship, sail-making, etc.
 4. Examination of graduating class in navigation, to continue until preparation for dinner, or until experts are satisfied.
 5. Inspection of food and mess arrangements.
- Dinner, luncheon and intermission.

Exercise with sails, make sails to royals, single reef, furl royals, double reef, furl topsail, close reef, reef foresail, shake out reefs, make sail and furl.

Address to graduates, presentation of prizes, etc.

At the opening of the school, in October, 1882, there was an attendance of 58 scholars; there were admitted during the year 1882-3, 66, making a total attendance of 124.

Of the above number 19 graduated at this examination, as named: H. Anzer, G. H. Baldwin, W. C. Bennett, W. A. Benson, R. P. Bliss, J. H. Buscall, H. M. Clarke, H. J. De Casse, G. W. Fox, R. L. a Domns, C. W. A. Lunneback, J. McMorrow, H. R. Mohr, H. E. Pratt, G. E. Reimers, J. L. Simming, L. B. Ward, G. L. Warmer, R. S. Wright.

The following of the graduates received medals awarded by the Chamber of Commerce:

First prize, silver medal, R. P. Bliss, first scholar of his class; second prize, bronze medal, L. B. Ward, second scholar of his class; third prize, bronze medal, W. A. Benson, third scholar of his class.

Other prizes were awarded as follows:

From school-ship "St. Mary's," copy "Luce's Seamanship," to G. L. Warmer; best seaman.

From Lieutenant C. A. Bradbury, copy "Bowditch Navigator," to R. P. Bliss; best navigator. Copy "Bowditch Navigator," to A. H. Jones; best note book of navigation.

From American Shipmasters' Association, copy "Bowditch Navigator," to H. Anzer; second best navigator. Sextant, to R. P. Bliss; recipient of silver medal.

From George W. Blunt, copy "Bowditch Navigator," to H. R. Mohr; best journal of cruise. Copy "Bowditch Navigator," to L. B. Ward; most popular boy.

The medals and prizes were presented by Mr. George W. Lane, president of the Chamber of Commerce.

The usual reception was held in the afternoon, and was largely attended by the friends of the school.

The exercises were honored by the presence of Mr. Algernon S. Sullivan, who delivered an address appropriate to the occasion, and by Messrs. Hosea B. Perkins and James Parker — both of whom addressed the graduates.

Mr. David Wetmore, chairman of executive committee on Nautical School of Board of Education, was also present.

The health of the scholars for the past year has been generally good, as will be seen by the surgeon's report herewith presented.

The New York Nautical School was organized in 1874, since which time there have been admitted to the school 948 pupils, of whom 346 have completed the course and received certificates of graduation.

Of those admitted to the school up to the 1st of January, 1883, 41 per cent have graduated, and 69½ per cent of the graduates have gone to sea; between 70 and 80 of whom have already become officers of vessels in the mercantile marine.

Reports from many of the captains who have had graduates from the "St. Mary's" among their crews are very favorable, giving them excellent reputations as to their abilities as seamen, and almost without exception a desire has been expressed by these captains to have more of the boys on future voyages.

It is our pleasure to observe, that the school is still continuing to do its work finely, by furnishing to the merchant service a class of young men who will fill in the near future the places of those retired; and this is altogether due to the liberality and credit of the city of New York.

The officers of the ship are: Commander E. M. Shepard, Superintendent; Lieutenant R. M. Berry, Executive Officer; Lieutenant John W. Hagenman, Senior Instructor; Lieutenant C. A. Bradbury, Instructor; Assistant Surgeon J. R. Waggener, Surgeon and Instructor.

Respectfully submitted,

(Signed)

THOS. P. BALL,
E. SPICER, JR.,
J. H. WINCHESTER,
Council.

NEW YORK, *December 1, 1883.*

REPORT OF COMMITTEE OF EXPERTS.

The undersigned, who were appointed a committee of experts by the Council of the Chamber of Commerce on the New York Nautical School, beg most respectfully to report:

That on the eighteenth (18th) day of October, 1883, we were taken on board the school-ship "St. Mary's," lying at anchor off East 23d street, in the harbor of New York, for the purpose of making an examination of the said ship, and, more particularly, of the 105 young men composing the members of the Nautical School.

At 11 A. M., the whole school being drawn up in line on each side of the deck, we inspected them personally, and found them to be a most remarkably good class of young men, with intelligence well marked in their faces, and also to be well clad and neat in their personal appearance.

After this we repaired to the between-decks, which we found very neat and clean, and there found well arranged specimens of the seamanship of the members of the school, such as splicing, knotting and fitting of rigging, in all its various forms, both in hemp, manila and wire rope. These had been done in a manner which would do credit to expert seamen and riggers.

In the sailmaking department we found specimens, such as seam-stitching, roping, working in of clews and cringles patching, all of which would compare well with work done in any sail-loft. Also in repairing of sails, we find many specimens of herring-bone stitch, etc., as well as working in eyelet-holes and reef-points, which would

have compared favorably with the average seamen's work in the merchant marine.

The graduating class were then examined in navigation, and solved some difficult problems on the blackboard with great readiness, and answered all the questions of working out a day's work at sea by dead reckoning. Also morning and evening time sights, for finding the exact longitude of the ship at sea and meridian altitudes of the sun, moon, planets and stars, to obtain the latitude. The questions put to these young men were generally answered with promptness, showing that they had not only been well instructed, but well practiced in learning to be good navigators.

The young men of the school were then summoned to their noon meal, (dinner), and we found they had a good and plentiful dinner, of good soup and cooked meats and vegetables, with good and wholesome bread. We also inspected samples of sugar, beans, peas, rice, oatmeal, etc., and found all to be of good quality.

At 1:30 P. M., the young men were mustered on deck, and at a given signal they were at once running up the rigging and out on the yards, and the sails were loosed at once, and in about twenty minutes were set from the topsails to royals. After waiting a few minutes the order was given, and all the sails were clewed up except the topsails, and these were single reefed, and the topgallant sails set over them. The signal was then given to clew at topgallant sails, and double reef the topsails, then clew up and furl all the sails, which was done in remarkably quick time and in a seamanlike manner, showing good training and much ability.

We take much pleasure in giving our testimony to the usefulness of the Nautical School, as supervised by the Board of Education and your Council, under the excellent officers of the "St. Mary's," who are so able and competent in all the requirements for such a school of young men.

(Signed)

WM. B. HILTON,
J. R. SHILLABER
J. H. MERRIMAN,
Committee.

NEW YORK, *October* 23, 1883.

We, the undersigned master mariners, also witnessed the examination referred to in foregoing report, and concur with the committee throughout in the views therein expressed.

(Signed)

JOHN N. FROST,
L. E. JACKSON,
R. W. WHEELER,
JOHN TRECARTIN,
GEO. A. DEARBORN,
SAM'L HARDING.

I concur fully as to the evolutions performed, not having witnessed the other examination.

(Signed)

JAMES PARKER.

REPORT OF SURGEON.

NAUTICAL SCHOOL-SHIP "ST. MARY'S," }
 NEW YORK, November 5, 1883. }

SIR.— I have the honor to report, that during the past year the health of the boys of the "St. Mary's" has been generally good. In only two instances has there been serious illness. One of these, a case of pneumonia, occurred last winter, and the other, concussion of the brain, during our voyage home from Madeira. In both cases recovery was complete.

On the morning of July 26th, as we were approaching land on our return from the summer cruise, one of our boys fell from aloft and was drowned. This is the second death from drowning, and the third from any cause, on the "St. Mary's," since the school was founded.

Very respectfully,
 (Signed) JAS. R. WAGGENER,
P. A. Surgeon, U. S. N.

Commander E. M. SHEPARD, U. S. N.,
Commanding "St. Mary's."

(B.)

CIRCULAR RELATING TO STATE CERTIFICATES, AND
 REPORTS OF THE EXAMINING COMMITTEES.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
 SUPERINTENDENT'S OFFICE, }
 ALBANY, June 9, 1883. }

To School Commissioners and City Superintendents of Schools:

In pursuance of the Law of 1875, I have ordered that examinations of applicants for State certificates be held at the High School buildings in Albany, Binghamton, Rochester, Watertown, and at the rooms of the Board of Education, New York city, corner Grand and Elm streets, commencing on Wednesday, the 11th day of July, 1883, at 2 o'clock P. M.

The examinations will, as heretofore, be conducted by competent persons, the results reported to me, and such of the candidates as have given satisfactory evidence of their learning, ability and good character, will receive certificates qualifying them to teach in any of the public schools of the State.

Candidates must be present at the beginning of the examination, produce testimonials of character, and must have had at least three years' experience as teachers. They must pass a thorough examina-

tion in the following named branches: Reading, Spelling, Writing, Grammar and Analysis, Composition, Geography, Outlines of American History, Arithmetic, Elementary Algebra and Plane Geometry. They will also be expected to have a general knowledge of Book-keeping, Rhetoric, the Natural Sciences, Linear and Perspective Drawing, General History, General Literature, Methods, Political Economy, Civil Government and School Law.

All candidates who pass the required percentage in one or more of the designated studies, but not in all, will be credited, as a Department, for those studies in which they shall have passed. They will not be required to be again examined in the same studies upon passing the required percentage in the remaining designated studies, at any subsequent examination for State certificate, not later than the third year thereafter, will be entitled to receive a State certificate.

The examinations will be open to candidates residing in any part of the State, and to such residents of other States as declare in writing their intention to teach in this State.

You will please notify such of the teachers under your jurisdiction as you think would like to apply for State certificates, of the time and places of these examinations; and I will thank you to send the cause to be sent to me, as early as possible, the names of persons who intend to be present, and at what places.

Respectfully yours,
W. B. RUGGLES,
Superintendent

ALBANY, N. Y., July 13, 1882

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—The undersigned respectfully report, that in accordance with your request they have examined the persons presenting themselves as candidates for State certificates, upon the test-paper submitted by your Department. The results of this examination are presented in tabular form. The candidates all furnished satisfactory evidence of good moral character and of the requisite amount of professional experience. Messrs. Gardner and Wadsworth had passed in all the subjects except one, in 1882. They have fulfilled the requirements of the examination, and are, therefore, entitled to certificates. None of the others examined have attained the required standard in all the subjects; but most of them have shown themselves proficient in enough subjects to warrant the prediction that they will succeed upon a subsequent trial.

Respectfully, your obedient servants,

CHAS. W. COLE,
P. H. McQUADE,
Examiners

* In place of geometry, candidates may offer themselves, if they choose, for examination in Latin, as far as three books of Cæsar.

BINGHAMTON, N. Y., July 13, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—The undersigned having been appointed to conduct the examination of teachers for State certificates, held at the Binghamton High School, July 11, 1883, do respectfully report that at such examination ten persons presented themselves as applicants in accordance with the requirements of the Department made for those who would avail themselves of such opportunity. The class as a whole was intelligent, earnest and enthusiastic, evincing a laudable ambition to excel in the great and important work of teaching, and while all did not attain to the standard required, the manifest desire for higher attainments, and the just appreciation of the means provided by the Department for the accomplishment of the same was very gratifying to your committee. We would especially commend the very liberal provisions made in behalf of those teachers who are not prepared to take *all* the required studies at a single examination, but who, by perseverance and industry, may accomplish within the prescribed time the end desired, and thus secure a well earned certificate.

The following persons having successfully passed the required examination, are hereby recommended as deserving of certificates: Peter L. Burlingame, Richford, Tioga county, N. Y.; Clarence Ferdinand Norton, Vestal, Broome county, N. Y.; Willis Robert Hall, Guilford Center, Chenango county, N. Y.

M. W. SCOTT,
J. L. BOTHWELL,
Committee.

NEW YORK, July 16, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—We respectfully submit the following report of the results of the examination held at New York city on the 11th, 12th and 13th inst.:

Twenty-one candidates in all were present, including seven out of the eight who did not succeed last year. You will see by the result that the class as a whole was a very superior one. Several of the candidates are graduates of colleges, and all have had a large experience in teaching, except one young lady, Miss Stern, who did not try to take the whole examination this year.

All the candidates also presented unexceptionable references as to character from school superintendents, trustees and prominent citizens.

Truly yours,

JAMES JOHONNOT,
JOHN JASPER,
Examiners.

ROCHESTER, N. Y., July 14, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— Fifteen persons entered the examination for State certificates held at Rochester, July 11th to 14th, inclusive.

Mr. Frank E. McFarland, of Spencerport, Monroe county, N. Y., having passed a successful examination in the required subjects, and having produced satisfactory testimonials as to experience and character, is found to be duly qualified, and it is hereby recommended that a State certificate be issued to him.

The State examination for the current year exhibits several marked features:

1. There was a large increase in the number of applicants.
2. Throughout the State there was a large increase in the number of successful applicants.
3. Of the total number of participants in the examination a much larger proportion than usual consisted of persons who had entered the examination the year before.
4. Those who had entered the previous examination will be found well represented among the successful candidates this year.
5. The work of the examination was performed much more cheerfully, and with less of nervous trepidation than formerly. In consequence of this, the labor of the committee was much pleasanter than usual, although it was largely augmented by the increased number of applicants, and was complicated by the fact that it is now no longer possible to have all the candidates engaged upon the same papers at the same time and within the same limits of time. These things are undoubtedly due to the operation of the new rule, in accordance with which full credit is now given in any examination for whatever the candidate has accomplished during the examination of the year or of the two years preceding. The rule has had the excellent effect of arousing ambition and inducing systematic study among many teachers.
6. The abstract which accompanies this report shows that, in the subject of methods, nearly all the candidates passed a creditable examination. This is an indication of a very gratifying state of things, viz.: that teachers now, more than formerly, see the advantage and necessity of professional knowledge, and are more generally utilizing the means of obtaining it; for, besides the normal school graduates who occasionally are applicants for State certificates and who are, in consequence of their normal training, well informed in the subject of methods, the other applicants are generally found to have been members of teachers' classes, attendants upon teachers' institutes, and students of educational literature.

The possession of a State certificate is a praiseworthy object of ambition, and there are many indications of a growing desire on the part of teachers to fit themselves to pass the examination.

They thus gain the discipline of systematic study and, in their daily work, the added power which comes from increase of knowledge and from broader culture.

Respectfully submitted,

FRANCIS P. LANTRY,
S. A. ELLIS,
Examining Committee.

WATERTOWN, N. Y., *July 13, 1883.*

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— We respectfully present the following report of the annual examination of candidates for State certificates, held in the High School building, in this city, in accordance with the instructions contained in your circular of June 9th.

The examination was opened Wednesday, the 11th inst., at 2 o'clock P. M., and was continued till the afternoon of to-day, with sessions Wednesday and Thursday evenings. Five ladies and four gentlemen entered the examination; one lady withdrew the first day, and one gentleman the second day. Of the seven persons who continued through the entire examination, Mr. William H. Everett, of Dexter, Jefferson county, met all the requirements of the Department—in learning, ability, experience, and good character—and we therefore hereby recommend that he receive the State certificate.

The result of the examination was given to the respective candidates, and the unsuccessful ones were encouraged to thoroughly prepare themselves, during the coming year, in the subjects in which they had failed, and to present themselves for examination in those subjects next year.

Accompanying this report is a *table* which shows the standing of the several candidates in each of the subjects in which they were examined. It will be seen, from this table, that the standing of most of the candidates is relatively low in the mathematical subjects; and yet we do not regard the questions in those subjects as more difficult than those in the other subjects, and certainly not too difficult for such an examination.

The plan of crediting unsuccessful candidates for those subjects in which they pass the required standing, and allowing them to present themselves for examination in the other subjects at any examinations held not later than three years thereafter, meets with the approval of many prominent educators.

Respectfully submitted,

JOHN H. FRENCH,
FRED SEYMOUR,
Examining Committee.

(C.)

REPORTS OF CONDUCTORS OF TEACHERS' INSTITUTES.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I hereby submit my report of institute work for the year. The institutes which I have attended are as follows :

County.	Village.	Date of beginning.
Allegany.....	Friendship.....	August 27
Cayuga.....	Weedsport.....	October 8
Chautauqua.....	Jamestown.....	October 1
Columbia.....	Ghent.....	November 19
Cortland.....	Homer.....	October 29
Essex.....	Elizabethtown.....	May 28
Genesee.....	Batavia.....	April 30
Herkimer.....	Herkimer.....	September 24
Madison.....	Earlville.....	March 5
Niagara.....	Lockport.....	September 10
Onondaga.....	Geddes.....	March 26
Orleans.....	Albion.....	March 19
Oswego.....	Parish.....	April 1
Otsego.....	Oneonta.....	August 20
St. Lawrence.....	Brasher.....	April 23
St. Lawrence.....	Gouverneur.....	August 6
Saratoga.....	Saratoga Springs.....	February 5
Saratoga.....	Ballston.....	June 2
Schoharie.....	Middleburgh.....	October 1
Tioga.....	Owego.....	September 1
Wayne.....	Palmyra.....	April 1
Wyoming.....	Warsaw.....	April 1
Yates.....	Penn Yan.....	May 1
Yates.....	Penn Yan.....	November 1
Indian Reservation.....	Versailles.....	March 1

WORK FOR THE YEAR.

Spirit of the work.—The institute faculty have been fully conscious that the institutes were established to secure certain special ends, and they have endeavored to so shape their instruction as to accomplish these ends.

It is now plainly seen that the institutes grew out of a necessity. The rapid growth of the common schools made demands for qualified teachers which the State was unable to supply, and the three

ies, Normal schools, teachers' classes in academies, and institutes were devised to meet this professional necessity.

It appears to have been foreseen that a long time must elapse before our schools would be filled with thoroughly competent teachers trained in Normal school methods, and hence, an agency was demanded that would reach the great mass of the teachers and give them such aid as could be given in the short time devoted to this purpose.

The institute is supplementary to the Normal school. Its specific objects are, to raise teaching out of the narrow ruts of custom; to breathe new life into teaching methods; to unfold educational principles; to broaden educational views; to diffuse professional intelligence; and to give to young teachers inspiring glimpses of a world of thought lying beyond the limit of their own experience.

In this work we have addressed ourselves, and in every institute we have not been satisfied unless teachers have been inspired to investigate the philosophy of teaching, and have become better equipped for performing their every-day work in the school room. The success of an institute, however, does not depend upon the actors alone; four parties share with them the responsibility; teachers, the commissioners, the trustees and the people.

For Teachers.—During the past year the teachers have shown unusual interest in the institute exercises. This interest has been manifested in the large average attendance; in the steady and uniform attendance upon the daily exercises; in the close attention given to instruction; and in the intelligent questioning and discussion which have followed each exercise. It is still further shown in a lively way, by the absence of mere quizzing questions, which were once quite common.

It has been very pleasant to notice, moreover, an eagerness on the part of teachers to get at the details of methods, to anticipate difficulties, and to know the reasons for each step, so that they may be able to successfully carry out the reforms in their schools. The necessity for something better than the old rote-system of teaching seems to be generally acknowledged,—a condition much more hopeful for the future than when this system was vehemently defended as the highest and best.

Experience has shown that in any institute much better results are attained by treating a few subjects thoroughly, than by ranging over the whole educational field. In consequence, during the past year I have given my time mainly to reading, spelling, writing, and composition, these lying at the foundation of school work.

For the same reasons, all the institute conductors for several years have felt obliged to treat these subjects liberally. The results of this teaching begin to be seen. The old method of beginning reading by teaching the alphabet is now nearly superseded by more rational methods, and in some counties the commissioners have very properly taken the ground, that a teacher still clinging to the old method does not have sense enough to teach school. The monotonous drill in reading once supposed to be a necessary step in teach-

ing the art, is now looked upon as a serious evil, and in many schools it has been completely rooted out. Wherever found, it is now regarded as an evidence of poor teaching, and so it is on the road to extinction.

In many counties these reforms have so taken root that they no longer need engross the time of the institute, and the conductors are left free to treat equally important work in other departments. In other parts of the State the old traditions still control, and much work is yet to be done in this line before the new methods will be worked into the consciousness and practices of teachers.

In the final establishment of a reform in methods another circumstance must be taken into consideration. At present, in many counties, teachers change so frequently that the conductors have practically a new audience once in three or four years. This necessitates constant review and reiteration, and it cannot be said that the time for instruction in any direction has passed until a generation of teachers has been educated according to the new methods.

The Commissioners.—It is the business of the commissioners to issue the call for the institute; to determine the place for holding it, and to provide for it room and all necessary apparatus. Upon their wisdom and faithfulness in the discharge of these duties does the success of the institute largely depend.

I am glad to bear testimony that during the year the commissioners generally have performed their part of the work with zeal and intelligence. They have, moreover, usually exerted all their legal power, and, in some instances, perhaps, stretched it to secure the attendance of teachers.

In another respect the attitude of the commissioners toward the institute has been most gratifying. To a greater extent than ever before they have taken an active part in the institute exercises; suggesting points of discussion to the conductors, and points of application to the teachers to meet certain needs which they have discovered in their tours of inspection. They have also, from time to time, insisted upon the adoption of methods recommended, adding the weight of official authority to that of logic.

To still further emphasize and organize ideas originating in the institute in many counties, they have gradually raised the standard of qualification upon which certificates are issued, so that they have cut off from the profession the ignorant half, who not only personally degraded the schools, but successfully competed for places against the well qualified teachers. Where the standard of qualification at the best is very low it seems to be the dictate of good sense to raise it so as to give certificates to only teachers enough to fill the schools. This will insure the employment of the best, and be an incentive to improvement.

The Trustees.—While urging upon teachers the necessity of changing the old rote-system for modern rational methods we are frequently met in this way: "We are convinced and ready to make the change, but the trustees will not allow us to do so. Why not talk

them?" This is a pertinent suggestion, and it always affords us justification to be able to directly address those who have the official management of the schools.

In several counties the commissioners have recognized the necessity of the co-operation of the trustees, and have instituted a "trustees' day," and have issued a general invitation for trustees to attend. During the year I have had an opportunity to meet several large gatherings of trustees, and have discussed with them many questions of mutual interest to them and the teachers, and in this way several vexed questions in regard to the rights and duties of them have been settled. I find that the trustees are always interested in questions of law relative to their powers and duties, and they are frequently been directly helped by the discussions in this direction. They also become interested in questions of reforms in teaching, and generally after a "trustees' day" teachers who can practice the new methods are in demand.

The People.—As all power in our country ultimately rests with the people, reforms in education are never secure until the people understand, appreciate and adopt them. To diffuse educational intelligence amongst all classes of the people is therefore an important end, and to effect this purpose the institute is a potent agent. The people are reached by the institute, directly by means of its exercises and evening lectures, and indirectly through the teachers. In rural districts the attendance of the people at the day sessions often equals that of the teachers, and the evening sessions are fully crowded. We find that these audiences are more and more interested in strictly educational topics, and it is not necessary to enter the fields of literature or science to hold their attention. In several instances we have been able to see the effect of institute work as influencing a community. While discussing the state of education, and contrasting present condition with a possible future, where intelligence directs, the people present have immediately applied the general principle to their own circumstances, and there has resulted a new school house, creditable apparatus, and employment of a teacher in sympathy with the spirit of the age.

CHANGES NEEDED.

While the institute work for the past year has thus been satisfactory on the whole, experience shows that by some slight changes in law and its administration the effort now expended would produce much greater results.

The Teachers.—The State imposes upon the commissioners the duty of holding an institute, pays all the expenses of the session, and if called during term time allows the teacher the same pay as for his teaching, but it does not enforce attendance. In consequence of this omission the poorest teachers, those that most need the instruction, rarely, if ever, attend. Again, in many counties a large number of teachers come in for

a day or two only, and that at the end of the session, thus complying with the letter but not with the spirit of the law. As instruction must be connected, those that hear only detached fragments can neither understand it nor profit by it.

It is also the custom of certain spiritless and inconsequent teachers, while nominally attending the institute, to absent themselves from the exercises without excuse of any kind. They may be met in little verdant groups wandering aimlessly about the streets or indulging in mild flirtations.

Special privileges imply special obligations. The privilege to attend the institute and receive the pay for teaching implies the obligation to attend to the instruction there given. This moral duty should be made a legal duty, and attendance to the institute should be made compulsory. Short work should be made of those who draw pay as teachers, and either do not attend or neglect the exercises. They are obtaining money under false pretenses, a criminal act of such a nature as to justify the annulment of their certificate on the ground of a want of good moral character.

The Commissioners.—In several of the counties the once prevalent custom of holding an examination, during the institute week, still continues. Many excuses for this practice are given but they may all be summed up in two—"it saves trouble and expense," and "it is an incentive to secure attendance."

In reply to the former of these excuses, it is sufficient to say that the saving in one direction, by means of a greater loss in another, is not a saving; and to the latter, that while the statement is apparently true it is really false. Teachers who are influenced by this incentive attend the examination, not the institute, and as far as receiving any good from the institute exercises, a suit of their old clothes would have answered as well as their bodily presence.

Some commissioners deliberately call out classes from the institute for examination, and some, seeing the injustice of the proceeding, seek to compromise matters by holding their examinations before and after institute hours. This only aggravates the evil. Teachers are so excited by the examination, and are so weary in attending to it, that they are physically and mentally incapable of profiting by the institute instruction. On the other hand, if they give any considerable attention to the institute, they fail to appear creditably at their examination.

I think the experience of every institute conductor shows that the mixture of examinations with institute exercises, in whatever guise or proportion, is an unmitigated evil. To paraphrase the sagacious remark of Mr. Wellet, "if human muscles and nerves were made of steel of a million power of hextra temper and refinement, they might stand the strain of such doubly exhaustive work, but being only flesh and blood their power is limited."

There is another aspect to this case that demands consideration. The law sets apart this week for the institute. All other professional work is suspended, that exclusive attention may be given to

its exercises. Any device to directly or indirectly divert the teacher's attention from the institute, during this week, is in direct violation of the law, and is an outrage upon the rights of the teacher.

This violation and outrage is none the less because performed by a public officer, and indeed it becomes much more subversive of public morality. Officers of the law should always show due respect for the law. That the teacher becomes a consenting party, does not, in any way, change the approbrious character of the transaction. No amount of consent or conspiracy can make the abrogation of a State law legal or reputable.

I think it plainly within the prerogative of the Department of Public Instruction to forbid this practice, and to protect teachers from this infringement of their legal rights.

The Trustees. — In some of the more benighted regions of the State there are trustees, who have lived to so little purpose, that in making a contract with the teacher they exact a promise that he shall not attend the institute. They try to economize, but in their ignorance and greed they pay no heed to the fact that they violate a plain statute of the State. It is the old proverb exemplified, in endeavoring to save at the spigot a week of school, they waste at the bung all modern ideas of education.

To prevent the success of this small game and, at the same time, to show that education is a matter above the little dicker of penurious souls, the law should be so changed as to make it illegal to hold a session of any public school during institute week.

Syllabus for Examinations. — The difficulties in the way of successful examinations have been forced upon the notice of every one who has given attention to the subject. It is easy to prepare specific questions that only a *savant* can answer. It is not easy to prepare questions or handle topics in such a manner as to test the knowledge and power of the ordinary student.

The problem is to devise means to ascertain whether, in certain directions, the candidate for examination comes up to a well-defined standard in the possession of the materials of thought, and in the ability to use such materials in thinking. If he reaches this standard he is qualified for the position for which he is examined, though he may not be able to answer a multitude of questions in regard to specific facts. If he falls short of this standard he is not fit for the position though his head is a perfect ant-hill of memorized details.

The questions usually prepared for examinations set up a fictitious standard in the place of the real one, and offer a premium for the cram of unrelated and undigested facts. So far as the effect upon education is concerned, such an examination is a long step in the direction of mis-education.

The evils of a merely catechetical examination cannot be shown in a stronger light, than by the mere statement of the fact, that in many schools studies are shaped and pursued openly by teacher and pupil, not to educate, but to pass the examination.

As the state examination of teachers is now practically in the hands of the institute faculty, I beg leave to renew a recommenda-

tion which I made last year, as a practical solution of this difficult problem as far as teachers are concerned.

"The standard of teachers' qualifications should be raised and made more uniform throughout the State. At present in some counties the commissioners so fix the standard that only enough teachers are licensed to supply the school; the demand being constantly a little way in advance of the supply. In consequence wages are raised, the best teachers obtain employment, and the schools are full of life. In other counties the standard is a low one, and twice the number are licensed as are needed to fill the schools. The consequence is an unhealthy competition or scramble for places, the minimum of wages, and the places filled by the poorest teachers.

"An effective way to remedy these evils would be for the Department to issue a syllabus designating in detail the topics in each branch of study upon which the State examination for certificates shall be based. The treatment of topics chosen at random in each study shall constitute an examination. On the part of those examined, the work would be entirely constructive, showing what they know rather than what they do not know. No questions need be asked, and the syllabus once prepared could be used for an indefinite time, new topics being designated at each examination.

"For the use of commissioners, a certain range and degree of accuracy might be required for a first grade certificate, and a lower degree for a second and third grade. The topics for each examination, within the prescribed range, would be selected by the commissioners, allowing them nearly the same liberty as now, and at the same time securing a higher standard and practical uniformity.

"The syllabus would become a guide to study on the part of those intending to teach, and it would give a much needed encouragement to constructive work. In examinations, it would supersede the catechisms which, as generally used, directly encourage cram, the arbitrary memory of phrases without considering thought, and rote-teaching with all its accompanying evils."

This syllabus would save each year the preparation and printing of examination papers by the Department and the commissioners in the sixty counties in the State; it would tend to secure a uniformity in examinations where there is now a deplorable diversity; it would enable the Department to put a check upon issuing certificates to incompetent persons; it would give a value to certificates issued which now they do not possess; it would tend to consolidate and unify instruction in all grades of the public schools; and it may be made to harmonize the antagonisms in the diverse educational systems fostered by the State.

I would return to the Department my most sincere thanks for the many acts of personal kindness and courtesy extended to me, and for the solicitude it always manifests in regard to the best interests of the children of the State.

Truly yours,

JAMES JOHONNOT,

Conductor of Teachers' Institutes.

ALBANY, December 23, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I hereby submit a report involving some observations on the relation of institute work to public instruction. Details have been reported to the Department from time to time and need not enter into this abstract.

During the year I have been engaged in institutes as follows :

County.	City or Village.	Week of beginning.
Broome	Binghamton	April 2
Cattaraugus.	Franklinville	September 10
Chemung	Horseheads	March 5
Clinton	Plattsburgh	April 23
Columbia	Ghent	November 19
Fulton	Gloversville	October 15
Jefferson	Watertown	March 12
Jefferson	Clayton	September 3
Kings.....	East New York	May 28
Madison	Canastota	September 24
Monroe	Pittsford.....	August 20
Montgomery.....	Canajoharie	October 29
Onondaga	Geddes	March 26
Onondaga	Fayetteville	October 22
Ontario	Canandaigua.....	October 8
Orleans	Albion.....	March 19
Oswego	Sandy Creek.....	November 5
Putnam.....	Cold Spring	May 14
Queens	Flushing	May 21
Rensselaer.....	Castleton.....	August 27
Richmond	Stapleton.....	May 7
Rockland	Nyack	April 16
Saratoga ..	Saratoga Springs	February 5
Schuyler	Watkins	April 9
Seneca	Waterloo.....	October 1
Steuben.....	Corning.....	August 13
Suffolk	Riverhead	April 30
Wyoming	Warsaw.....	September 17

While the general character and methods of institute work during the current year have not materially differed from those of years immediately preceding, the most casual observers have seen that there is a broader, deeper, and more intelligent interest in the work than ever before. The general verdict is, that the institutes this year have created a profounder interest and have done more practical work than formerly.

Undoubtedly these concomitants of the work are complimentary and sustain to each other the relation of cause and effect. Both, however, are results of many co-operating causes, among which may be mentioned the following :

I. Some of the causes which have put institutes into closer relations with practical school work and have aroused a deeper interest among teachers.

1. More persons are making a *business* of teaching. From the very beginning of public school work in this State a large majority of teachers engaged in the work, not as a permanent calling, but as a makeshift for the employment of unoccupied time, as a stepping-stone to some occupation more remunerative and permanent, or as a ready mode of getting a little money for some ulterior object not at all connected with teaching. It has been well said that the motives which actuate people very largely determine the processes and results of their work.

If an unskilled laborer, desiring to accumulate sufficient capital to enable him to open a dry goods store, can obtain the wages and occupy the position of a skilled artisan, he will not try to learn that artisan's trade, because two leading motives which, under other conditions, would have a commanding influence, are here wanting. In the first place, he is receiving the wages of skilled labor without having been compelled to spend the time and effort necessary to attain skill; and in the second place, he does not need a knowledge of this trade for his life work as a merchant.

But the demand for skilled labor in teaching is becoming more extended and imperative. Hence much larger numbers of those who begin to teach remain in the work and thus gain the opportunity of accumulating knowledge of it, while the general impression that some professional knowledge is required from the start, brings it to pass that a relatively smaller number enter the business.

2. Public and systematic discussion of educational science in institutes, and its dissemination by agency of normal schools, teachers' classes, and the educational press are rapidly doing away with the long prevalent opinions that teachers are such *Dei gratia* and for no other reason; that good teaching is purely an inspiration; that the methods which give success cannot be traced back to principles; and that educational science is a myth. But commissioners and others practically interested in education are rapidly coming to the conclusion that these opinions are mostly erroneous and that the first one is only half the truth; and that, while the possibilities of good teaching power are innate, these possibilities cannot attain their highest development and efficiency either by chance or by mere personal experience, but must be nourished, trained and strengthened, not only by full knowledge of the subject-matter involved in school work, but by a clear understanding of the theory and practice of scientific teaching.

II. One of the practical results of these convictions is, that many commissioners persistently urge and some compel the teachers in their respective districts to utilize every available means of becoming better informed in the principles and methods of modern teaching.

At the institute a course of professional study is inaugurated, reading one or more of the works of Spencer, Locke, Currie, Edgworth, Marcel, Bain, Huntington, Swett, Payn, Parker, etc. Discussions of, and examinations in these works are held during the session of the institute, or of the teachers' association, and work of similar character is assigned for future study and discussion.

The commissioners' license certifies the "moral character, learning and ability to teach" of the holder thereof. Formerly the "learning" and the "ability to teach" were by many regarded as synonymous terms, and a more or less careful inquiry into moral character and technical knowledge involved in school work was the result of examination; but in later years the phrase "ability to teach" is beginning to have a distinct and broad significance, viz.: *sound education, good judgment, knowledge of child nature and moral ability to teach rendered efficient by a practical understanding of the science and art of education.* It has been and is a prominent feature of institute work, to combat the errors and emphasize truth here stated.

The work of the institutes and of other State agencies for the instruction of teachers has brought to the notice of commissioners, teachers and the public, the value and importance of educational literature, both standard and periodical, the perusal and study of which have had a formative and stimulating effect on public opinion that has been very gratifying to all friends of education.

I. One of the best results of this public discussion of pedagogics has been that many commissioners have been actively supplementing these agencies.

By taking every opportunity of impressing upon trustees and communities the advantage and necessity of employing good teachers and supporting good schools. They are instant in season and out of season in demonstrating the fallacy of a penny-wise and pound-foolish policy, and in showing the real economy of fairly liberal expenditure for educational purposes.

By fostering and strengthening the tendency of trustees to resort to the institute for teachers and to consult the commissioners as to the qualifications and fitness of applicants for positions. Thus the right person is put in the right place and good talents are made available by being set to work in the sphere best adapted to them.

By influencing trustees to give such compensation as will command good service, and induce well qualified teachers to remain in work. Hitherto one of most serious impediments to progress has been, that, as soon as experience and study have developed commanding talents in the teacher, he has been called from the work by more remunerative occupations. While the pay of teachers is still manifestly insufficient, it has in some parts of the State been so increased as to arrest the wholesale desertion of the best members of the teaching force, and is beginning to call back some of the deserters. By urging trustees and communities to provide maps, charts,

apparatus, and other facilities for enabling intelligent teachers to do good work.

Many of the schools were formerly supplied with some important pieces of necessary apparatus, but the neglect and destruction of these on account of the inability of teachers to use them have rendered trustees reluctant to purchase a new supply. The institute instruction in the use of apparatus has done much to remedy this difficulty.

5. By arousing a spirit of inquiry in the school districts, and thus giving opportunity for well informed teachers to discuss modern methods with the people, to overcome opposition to these methods, and to promote a right public sentiment on educational matters. This necessity of being able to discuss their work has lately brought into the institute many experienced teachers whose methods are measurably correct, whose success, when they have no opposition to their processes, is undoubted, but whose inability to demonstrate and formulate the principles on which their processes were based has hitherto rendered them powerless in the face of hostile prejudice.

IV. Another gratifying result of all these influences and of the facilities which the State affords for the liberal education and professional instruction of teachers is, that a large and increasing proportion of the smaller and poorer districts is relieved of the necessity of employing confessedly uneducated and incapable teachers on account of their cheapness. While it is still necessary for such districts to utilize inexperience, it is no longer necessary to employ either blank ignorance or an entire lack of professional training.

V. It is evident that the condition of public education throughout the State is very encouraging, that solid progress has been made, and that the educational system of this great State has produced and is producing grand results and is destined to produce results still grander. There are, however, glaring defects in the system which the people will, through their representatives both legislative and administrative, gradually, carefully, and surely remedy.

Permit me to specify some items in which a change, it appears to me, would be productive of good results and would tend to make the working of the system more effective.

a. Without rehearsing the well known and oft repeated reasons for adopting the township system, I take this opportunity of recording my conviction that such a system, carefully devised and well digested, would be much better than the small district system now in vogue. Of course, the large vested interests which have grown up under the present system would render it impossible to put into immediate execution any radical, sweeping and *imperative* law; but I think the time is ripe for the enactment of a *permissive* township law, and I do not doubt that many towns are ready to recognize their schools under a wisely drawn law of this nature.

b. The present mode of determining the average attendance (chap. 492, Laws of 1881, § 1) produces some results which are not at all satisfactory.

1. Although designed to encourage rural districts to have longer terms of school, it does not have any marked effect in producing such a result. I have heard of very few school districts in which the increase of school term can be certainly credited to the operation of this law. On the contrary, some rural districts have shortened their terms and others have refrained from increasing theirs, because this law has had the effect of seriously diminishing their portion of the public money. It has increased the apportionment of public money to cities and large villages at the expense of the rural districts.

2. As the divisor for determining the average attendance is fixed, any suspension of school entails a direct loss upon the district; for, if the school be dismissed, the dividend (the grand total of attendance) is diminished without any corresponding diminution of the divisor. Any intermission of schools, therefore, necessarily involves a reduction of the average attendance and a corresponding reduction of the amount of public money.

Of course, this result is general, but in the small schools the effect is not so marked as in the large ones, because the amount involved is less. Under the present law a village having a thousand school children or a city having five thousand or more sustains a serious money loss by closing its schools for a week. This consideration has very naturally had considerable influence in deterring school boards and trustees of cities and villages from dismissing their schools for the purpose of allowing the teachers to attend the institute.

c. The latter difficulty (b, 2.) could be remedied by adopting either of the following suggestions in place of the present law:

1. Re-enact the old law under which the divisor for determining the average attendance was the total number of days during which the school was actually in session. Under ordinary conditions the suspension of school work for any number of days would diminish the divisor (total number of days), and the dividend (total days of attendance) in the same ratio, leaving the quotient (average attendance) unchanged. Or

2. Let the law be so changed as to permit the trustees or boards of education, whose teachers are at the institute for the entire week, to add to the total attendance of their respective schools or departments the weekly average of such part of the term as had elapsed before the week of the institute.

If the law be regarded, not as it indirectly affects the attendance upon institutes, but only as it affects the apportionment of the public money, it is evident that the advantage which it gives to the long-term schools of cities and villages over the short-term schools of the rural districts would not be remedied by the second suggestion.

d. The excellent provision of law which requires trustees to give teachers the time spent in the institute, and to pay them their regular salary while thus in attendance, receives very general and hearty approval among the thoughtful and progressive people in every community, but there yet remains a considerable element more or less violently opposed to it. Now many intelligent people

entertain the opinion that, if the wages paid to teachers for the time spent in the institute were set apart to the several districts from the public money before its apportionment by the commissioners according to school population and average attendance, such a provision would entirely do away with the local opposition above noted. Of course, if the State tax were increased so as to cover the item of teachers' wages during institute week, there could be no doubt as to the result; and I am inclined to believe that, even without that increase of taxation, such a law would work very favorably.

e. Institute work is exacting and exhausting. The sturdiest constitution must finally break down under the burden of a work that requires:

1. Continuous labor during two periods of about four months each every year.

2. The care and responsibility of preparing questions for the State examination and of conducting the same.

3. Regular attendance upon, and occasional preparation of papers for the various educational assemblies.

4. Preparation of lectures and reports.

5. The extended reading, close study and wide observation necessary to keep the work up to the constantly advancing standard of educational thought and practice.

6. Ten to fifteen thousand miles of travel each year, with continual changes in the condition of living.

I think the faculty should be increased to six. This slight increase in the number of trained men by whom the chief part of the labor must be performed, would greatly lighten the burden and would render the work more effective, because it would be performed by men not exhausted by overwork.

VI. CONCLUSION.

1. During about half the year we have all sadly missed the genial presence and the earnest and effective work of Prof. Kennedy, a member of the State institute faculty from its organization. His disability which, I earnestly hope is not permanent, is the direct result of overwork.

2. Besides the regular faculty and several tried and experienced instructors, the institutes have had the benefit of the labors of several men new in the work. I have had the pleasure of personally observing the work of Professors Bouton, Larkins and Newell, and I am highly gratified in being able to report that their work is sound, effective and acceptable.

3. Permit me to extend to you, sir, and to all the officials connected with the office of the Department my sincere acknowledgments of courtesy and help during the current year.

Respectfully,

FRANCIS P. LANTRY,

Conductor of Teachers' Institutes.

MANLIUS, N. Y., December 15, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In accordance with your instructions to the members of the State Corps of Institute Conductors to “prepare a general summary of the work relating to teachers’ institutes for the current year, together with such observations as may be suggested by the relations of institute work to public instruction,” I have the honor to submit the following summary and observations :

I. SUMMARY OF WORK.

In the autumn of the year 1882 I accepted appointments for institute work in several counties of the State, as a substitute, to fill vacancies occasioned by the temporary illness of Prof. James Johonnot and the resignation of Prof. Ruggles E. Post, both members of the State Corps of Institute Conductors. In December, State Superintendent Gilmour appointed me a member of the State Corps ; and the first of March of the current year I entered upon the duties of the position.

In the spring campaign, beginning the first Monday in March, I was engaged in the institute work in the counties of Chemung, Tompkins, Rensselaer, Broome, Schuyler, Rockland, Clinton, Suffolk, Yates, Westchester, Queens, Kings, Chenango and Saratoga, and at Versailles, in an institute for the teachers of the Indian schools on the Cattaraugus and Allegany Reservations. In the fall campaign, beginning the first Monday in August, my appointments were for the counties of St. Lawrence, Steuben, Monroe, Rensselaer, Albany, Cattaraugus, Wyoming, Herkimer, Oneida, Orleans, Chemung, Franklin, Livingston, Wayne and Schenectady. The week of June 11, I attended the meeting of the State Corps at Albany (called by you) to prepare questions for the annual examinations of candidates for State certificates ; and the second week in July, I conducted the State examination held in Watertown, aided by Fred Seymour, superintendent of the public schools of that city.

From the foregoing it will be seen that, in the ten months ending this day, I have been engaged in the regular work in thirty institutes of one week each ; and have taken part in the preparation of questions for, and the work of the annual State examinations for the current year.

II. OBSERVATIONS.

1. *The New Departure.*—The plan adopted by your predecessor three years ago in reorganizing the institute work of the State, is producing satisfactory results in the special preparation of teachers for their work. New courage, zeal, and inspiration are infused among the great mass of teachers ; the work done is systematic and progressive, and is adapted to the conditions of the schools and the

needs of the teachers ; and *the new departure* is regarded, by commissioners, superintendents and other intelligent friends of public education, as an important step in real advancement.

This plan of organizing and conducting the institute-work of the State was presented, successively, to State Superintendents Rice, Weaver and Gilmour, during their several administrations. In a paper on Teachers' Institutes, read by me before the New York State Teachers' Association, at the annual meeting in Plattsburgh, in 1877, this plan was discussed and its adoption recommended. I quote from that paper as follows :

"Would it be considered sound policy to annually change the whole, or even one-half of the faculty of each normal school in the State, or to have the faculty of the normal school labor a year in one school, the next year in another ; and thus, in rotation, swing round the circle of the eight schools in a period of eight years ? Such a scheme would be considered as the most absurd of absurdity ; and yet we are practically doing the same thing in the institutes ! In but few counties of the State have the teachers the benefit of instruction at the institute from the same persons for a series of years. On the contrary, it is a fact that the same instructors rarely appear before the teachers of any county for two successive years. Do teachers make any real progress under this system, or rather this want of system ? Is not the result fragmentary patchwork instead of any thing like systematic progress ? * * * *

"Institute instructors should be persons of progressive ideas ; fully up to the times ; familiar with the details of school work and the best methods of instruction -- not merely theoretically familiar, but familiar from extended observation and large and successful experience in teaching. They should be familiar with normal schools and in full sympathy with normal work. Such instructors would be competent to shape the work of each institute according to the needs of the schools to be taught by the members of the same ; and the work would bear directly upon those subjects in which the teachers of the county were most deficient."

"When a sufficient number of competent instructors has been found to do the institute work of the State these persons should be employed for this special work, and should be continued in from year to year, as are the instructors in our normal schools ; and for the greatest good of the teachers of the State, the same instructors should labor in the same field, instructing the same teachers several successive years."

2. *Length of Institute Sessions.*— Previous to the year 1876 annual sessions of the institutes were commonly two weeks length. The attendance of teachers had become quite irregular, many attending only the first week, others only the second, and a comparatively small number — in some instances only one-third, and in a few less than one-fourth of the total enrolled — attended through the entire session. Hoping to in

the average attendance by shortening the length of the session, the State Superintendent, in 1878, changed the length of time to one week. This change has failed to produce the desired result, the average number of teachers enrolled per institute and the average per cent of attendance being about the same, respectively, for the years 1873-77 as for the years 1878-82.

3. *Irregular Attendance.*— From the annual report of the Superintendent of Public Instruction for the year 1882 it appears that the total number of teachers enrolled in the institutes of that year was 13,231, and that the average attendance was 9,132 — or only 60 per cent of the total enrollment — showing a daily absence from the institute of 31 per cent (or nearly one-third) of the total number of members enrolled.

4. *Untrained Teachers.*— From the same report we learn that 31,233 teachers were employed in the common schools of the State, of which number 7,422 taught in the cities and 23,811 in the towns. In nearly all of the cities the teachers receive some professional instruction, at the teachers' meetings or city institutes, and many city teachers also attend county institutes. Making no allowances nor deductions for teachers counted twice or more, we have the following statistics concerning the professional instruction of these 31,233 teachers:

Thirteen thousand two hundred and thirty-one attended county teachers' institutes; 7,422 attended city institutes or teachers' meetings; 1,118 were graduates from normal schools; 623 were undergraduates from normal schools (estimated); 1,611 attended teachers' classes in academies and high schools (estimated), and 7,223 received no special instruction whatever for their part in the great responsible work of educating more than a million of the future citizens of the State.

Remembering that all of this great number of non-attendants were teachers of schools not included within the corporate limits of cities, we must admit the startling fact that 30.1 per cent — or nearly one-third — of all the teachers employed in the towns neglected all the opportunities provided by the State for the better qualifying of teachers for their important duties.

Should not some efficient measures be adopted by the State to secure the regular and constant attendance at the institutes of all the teachers of the public schools, or, at least, of all except those employed in the city schools?

5. *Normal Institutes.*— A well-ordered system of institutes and institute work accomplishes two ends: *first*, it creates and sustains an active interest in the educational affairs of the State, *i. e.*, it awakens interest and arouses enthusiasm among teachers and parents; and *second*, it presents to teachers the most approved methods of instruction and school management, *i. e.*, it gives teachers thorough drill in didactics. The first of these ends may be accomplished by county institutes of five days annually; the second end requires more time than is now given to institutes in this State. At the

five-day institutes public interest is aroused, teachers and parents are inspired with a good degree of enthusiasm, and some valuable instruction is given in details of school-room work. But the time is not long enough to enable the instructors to do more than present the most obvious elementary facts and principles of teaching; and teachers return home from the institutes feeling that they have had only a taste of the good things they might have could the institute be continued through a session of several weeks.

We have already shown that more than one-fourth of all the teachers of the schools, not included within the corporate limits of the cities, receive no special instruction or training for their work. It is also true that large numbers of the teachers who attend the institutes are desirous of acquiring a more extended knowledge of didactics as well as of the common school subjects of study, but have not time to take a normal school course, or a course in a teachers' class in an academy or high school; or to spend a term even in one of these professional schools or special classes. To meet the wants of these teachers, normal institutes of four to eight weeks each might profitably be held in some counties, for a rapid review of subjects of study, and for instruction, illustration, and practice in the details of school-room work. At least one such normal institute might be held annually in each normal school, at a convenient point remote from the normal school.

The work to be done at these normal institutes would be previously arranged by the institute instructors and the commissioners and superintendents of the districts, respectively, and would, therefore, approach something like system. The work of each year would supplement that of the preceding year. The length of each annual session would be sufficient for a quite thorough review of at least two or three of the branches of study pursued in the common schools; and for daily instruction in methods of teaching and school management, with frequent practice in teaching, by members of the institute, under the direction of the institute instructors.

The persons attending these normal institutes would be chiefly those who have little or no other opportunity for special preparation, either in subjects of study or methods of instruction and school management. Normal institutes of the kind suggested, in connection with county institutes as at present organized and conducted, would in five years more than double the efficiency of the teachers of the State, and the good results would directly reach the great mass of children in a large majority of the public schools.

No important change in the present plan of organization and management of the county institutes seems at the present time desirable. But may not normal institutes—on the plan indicated—be profitably added to the agencies now provided by the State, for the special preparation of the teachers of the common schools? This question is respectfully submitted for your careful consideration.

6. *Institutes a Factor in Public Education.*—The condition and needs of public education in this country at the time of the origin

of teachers' institutes, forty years ago, called them into existence ; the advantages that they afforded for the discussion of educational questions of public interest continued their existence for a decade of years ; since the expiration of that probationary period their acknowledged value in creating and sustaining a lively public interest in popular education, and in the work of training and educating teachers, has fully established the fact that they are an indispensable factor in a comprehensive, efficient system of public education.

It may be truthfully said that they have exerted, directly and indirectly, a greater influence for good in the cause of public education than any other educational agency. They have stimulated large numbers of young persons to greater efforts in qualifying themselves for their work ; and thousands have been influenced by the work done at the institutes, to enter the normal schools, academies and high schools, for the benefit of the training to be secured at these institutions. They have aided largely in moulding public sentiment in favor of popular education, and have created a strong influence in securing proper legislation in favor of much needed educational measures. "In some countries," writes Ex-State Superintendent Swett, of California, "the first real impulse to the cause of education dates from the first institute held in them. They have done incalculable good. Not only has the enthusiasm of teachers for their profession been kindled by them, their ideas enlarged, and their knowledge of methods increased, but the interest of parents and the public generally has been awakened in behalf of the cause of popular education. They have saved many an inexperienced teacher from despondency and failure. They have placed in many hands the key of success, for the lack of which they had groped in darkness. They have sent many weary hearts back to their school rooms full of the inspiration of hope. They have imparted to each one the collected wisdom and experience of all, and thus reduplicated the teaching power of a whole county. They have so held up the mirror of true excellence, that all could see in what it consisted, and thus have enabled many a community to judge and to act more wisely in the choice of teachers. They have been the forums where popular errors and fallacies have been discussed and exposed, and great truths in educational philosophy vindicated."

In conclusion, I wish to express to all officially connected with the Department of Public Instruction, and to school commissioners, superintendents, teachers, and other friends of education, my appreciation of the cordial welcome I have received since returning to educational work in my native State, after an absence of thirteen years in other fields of educational labor.

JOHN H. FRENCH,
Conductor of Teachers' Institutes.

ALBANY, N. Y., December 31, 1883.

(D.)

REPORT OF THE PRINCIPAL OF THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— Within the fiscal year ending September 30, 1883, 488 pupils were instructed in this institution, of whom 312 were supported by the State of New York, 101 by the counties, 67 by the State of New Jersey, and 8 by their friends.

The average number in attendance during the year was 440, of whom 285⁸²/₁₀₀ were New York State pupils. Thus it will be seen that, though the number of pupils on our list appointed by the Superintendent of Public Instruction, exceeded the number for whose maintenance and education provision had been made by the Legislature of 1881, there were so many partial absences as to bring the actual number chargeable to the State Treasury below the limit of 300 pupils which had been established for the year.

The total amount appropriated for the fiscal year was \$75,000, of which was charged in the quarterly bills rendered to the Comptroller and verified by the Superintendent of Public Instruction but \$71,485.04, leaving an unexpended balance in the State Treasury of \$3,514.96.

The *pro rata* for each State pupil has been fixed in the last two appropriation bills at \$250, though the general law under which pupils are sent to this institution authorizes \$300 per pupil. The institution will be content if the present rate be continued, but will be seriously crippled if it be reduced.

The appropriation for the new fiscal year provides for 330 pupils at this rate. This is necessary because, though the total number of pupils is diminished by the transfer of the pupils from New Jersey to a new institution recently established by that State, and by a decrease in our number of children under 12 years of age supported by the counties of New York and Kings, many of whom are placed in the Roman Catholic Institution of St. Joseph, more and more children over 12 years of age and eligible as State pupils are attracted to this institution on account of the superior advantages it offers; first, in the character of the instruction imparted, and second, the opportunity of acquiring a handicraft by which the pupil may support himself in after life. The trades at present taught are, for the boys, printing, cabinet-making and carpentry, shoemaking, tailoring and gardening; and, for the girls, dressmaking, tailoring, the use of the sewing machine and plain and ornamental hand sewing.

All the pupils are taught drawing, either industrial or free-hand, and some acquire great skill in painting in oil or in water colors.

The main object of instruction is the English language, of which, written or spoken, all those who come to us as congenital deaf-mutes or as having lost their hearing in early infancy, are profoundly ignorant.

The system of giving them this all important instrument of thought and expression, is known as the combined system — that is to say — it combines every method which experience has shown to be of value to the deaf, including the inductive method, the natural method, the intuitive method and the grammatical method. It makes great use of visible illustration in the form of objects, of pictures, of natural pantomime or ideographic signs, and of distinctive and significant signs for individual words. Its instruments are the various forms of the alphabet — the printed, the written, the manual and the phonic — for under all these forms, does the eye of the deaf learn to recognize the words which compose the English language.

The correspondence between the written and the printed alphabets is best interpreted by means of the manual alphabet. For instance, the names of a dozen objects embracing all the letters of the alphabet, having been written upon the blackboard, the pupil is, by a process of repetition, taught to touch each object as its name is pointed

He is then taught to analyze the given words by making a manual sign for each letter, and it is not long before he can spell with his fingers the name of every one of the objects shown him.

He is next taught to write these words, and, in order that he may make his letters correctly from the first, he is furnished with a copy-book, ruled at intervals with six lines and five spaces, in the middle of which is the body of the letter, and in those above or below, extension. He is then required, by the manual alphabet and by writing, to touch a given object, the teacher first spelling and then writing the words, "Touch the box," and the pupil performing the direction. When, afterward, the teacher spells or writes, "What did you do?" the pupil replies "I touched the box."

In this way are taught the pronouns, adjectives and the prepositions in connection with the past tense of the indicative. As each element of language is introduced, over each part of speech, as written, is placed a symbol indicating its grammatical function.

The several other tenses of the verb are all taught by means of questions and answers. For instance, in teaching the general present tense as distinguished from the present actual, the pupil is asked, "What do you do every day?" "What are you doing now?" "What do you eat every day?" "What are you eating now?" etc. In the exercises thus far described, it will be seen that the inductive, the intuitive and the grammatical methods have all been combined. Afterward, as the pupil is introduced to the printed alphabet, the manual alphabet, which he knows so well, is made the basis of making him understand the value of each letter as it ap-

pears, so that he soon is able to spell with his fingers every word as he sees it, and also to transfer it to script.

The teacher now begins to dictate sentences by means of the manual alphabet, and to require the pupils, in concert, to make a responsive sign for each word, as he spells it with his fingers, correcting mistakes as he goes on. This done, he requires one or more of the pupils to express the idea by pantomime, the truest test of their comprehension, and it is a remarkable fact, that if the pupils have been able to give a sign for each word, and especially, if the meaning of the key-word has impressed itself upon their minds, they scarcely ever make a mistake in the ideographic representation of a plain sentence. It often happens, however, that the sign response to individual words fails to give an idea of the meaning of the whole, because words are so often combined in idiomatic phrases, that individual words amount to nothing. The failure of the pupil, therefore, to express the sentence correctly in pantomime, gives the teacher the opportunity of impressing the idiom upon his mind. Here the natural method finds its best illustration in contradistinction with the intuitive. After the idea of word, and of its analysis by the manual alphabet and by writing, has become fixed in the mind of the pupil, it is advisable to initiate him, by degrees, into the mystery of the phonic alphabet.

In our practice for the last few years, we have been accustomed to teach articulation and lip reading by means of syllables in connection with the consonants. This has been done only with selected pupils. During the last year, however, with the same pupils, the experiment has been tried of making them recognize the twenty-seven consonants and nineteen vowel sounds, not names, which enter into the composition of English words when uttered singly, by simply looking at the mouth of the speaker, and of uttering the same according to absolutely fixed rules.

The result has been that, in every instance where this alphabet was mastered, the pupil could read the lips without guess work and could speak every word phonetically given to him. This principle established, it was determined to apply it to every pupil in the institution, and consequently, since the re-opening of the school on the 7th of September last, none have been exempt, except two, who, profoundly blind as well as profoundly deaf, cannot, by the touch alone, recognize spoken words.

The acquisition of this alphabet is a matter of time, and of considerable time, and, in many cases, complicated by intellectual or visual dullness, will be but partial and of course, ineffectual, but once attained, the deaf-mute can both speak, and, to all intents and purposes, hear.

The articulation schools of Europe and New York have adopted, not the phonic alphabet, but the word method, teaching, with infinite pains, each individual word as an entity of itself, and, of course, discarding, as they do, both signs and the manual alphabet, they sacrifice to their idea of the paramount importance of speech, all

knowledge of language beyond that of simple, and correct forms of phraseology, restricted within very narrow limits and available only for the commonest purpose of life. Of course, these remarks are not applicable to those deaf or partially deaf persons that are found in every institution, who have either acquired a considerable knowledge of language through the ear before they became deaf, or, by the education of the ear, have been enabled to recognize sounds which, without special instruction, would have escaped them entirely.

The education of our pupils, beyond the acquisition of the English language, embraces, in our high class, for which the Superintendent of Public Instruction is empowered to select, on the recommendation of the board of directors, for an additional period of three years, twelve every year, from those who have completed the ordinary course of eight years, grammar, rhetoric and logic, natural philosophy, astronomy and chemistry, vegetable and animal physiology, mental and moral science, arithmetic, algebra, geometry and surveying, and in lower classes, the general history of the world, the history of England, the history of the United States, geography and arithmetic, both mental and written, book-keeping and penmanship. Beyond this, we have daily half-hour lectures, in which the propositions are given in writing and the illustrations are given in ideographic signs, on the following subjects: Animal and vegetable physiology, universal history, chemistry and physics, government, military tactics, geography and biography.

Very truly and respectfully,

Your obedient servant,

ISAAC LEWIS PEET,

Principal.

NEW YORK, *December 1, 1883.*

(E.)

REPORT OF THE PRINCIPAL OF THE NEW YORK IN-
STITUTION FOR THE IMPROVED INSTRUCTION OF
DEAF-MUTES.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In reply to yours of the 10th inst. in which you request me to furnish the usual statement of facts concerning this institution, I beg leave to state that during the past fiscal year, 184 pupils have been connected with the school, 80 of them being girls and

104 boys. According to means of support they were classified as follows :

New York State pupils.....	92
County pupils	54
New Jersey State pupils	11
Pay pupils ..	23
Charity pupils	4
Total	184

The charity pupils who are enumerated in this list are children that could not be admitted as State or county pupils, because their parents had not been residents of this State for the three years preceding the application, as prescribed by law. The committee on the admission of pupils made a careful investigation in the case of each of these applicants and found that it would have been a great hardship for these poor children as well as for their parents if the admission had been deferred until they became eligible as State or county pupils. Part of the regular income of the institution being derived from private donations, etc., the committee felt justified in receiving this limited number of charity pupils. While the law referred to may be necessary to prevent poor people from neighboring states to come here for the sole purpose of enjoying the benefits of our charitable institutions, yet it inflicts great hardships upon those who come here to become *bona fide* residents of the State and have deaf-mute children of schoolable age. In such case it seems neither justice nor policy to keep a twelve or fifteen year old deaf-mute from school and expose him to the dangers of idleness and vice for three years. Before the expiration of that time he may have become unfit for an educational institution and therefore remain a charge upon some eleemosynary or reformatory institution for the rest of his life. In my humble opinion the law should be so amended as to give discretion to the proper authorities to shorten that period of three years in all such cases in which they find due examination that the parents of the applicants intend to become permanent residents of the State and have come here to follow some occupation that cannot be carried on where they lived before. I beg to recommend this subject to your kind consideration.

The object of this institution is to educate children who are either partially or entirely mute in consequence of congenital or adventitious deafness, and cannot therefore be educated in the common schools. To gain this object we have adopted what is known as the method of teaching articulation and lip-reading or the oral method. We have found this system applicable to all cases of mutes, viz.:

First. Those who were born deaf and consequently never acquired the faculty of speech.

Second. Those who lost their hearing at an early age and subsequently lost their speech.

Third. Those who became deaf at a later period, between seven and twelve years of age, and therefore have the use of their vocal organs, but are not able to attend an ordinary school on account of deafness.

The name "deaf-mute" is misleading and conveys the idea to many people that the persons to whom we usually apply that term are afflicted with two distinct infirmities, namely: deafness and mutism, each being independent from the other and arising from a different cause, whereas in fact one is only the natural consequence of the other. If a child be born deaf or lose its hearing when only a few months old, it will not acquire speech in the same manner as hearing children acquire it, namely by imitation, for the simple reason that it does not hear the language of those who surround it. If a child be born in the possession of all faculties and learn to speak in the ordinary manner, but lose its hearing after it has learned to speak, it may partially or entirely forget its speech from disuse. Experience shows that if a child becomes deaf before twelve years old and has not learned to read or write, it will as surely forget its speech, because it is shut off from all intercourse with hearing persons. The cases of children who became deaf at an early age of four or five years for instance but retained their speech are rare exceptions. We usually find that they were saved from becoming mute by the exertions of intelligent and painstaking parents or brothers and sisters. Children who were over twelve years of age when they became deaf, seldom lose their speech in consequence of their deafness, because with them speech has become too deeply rooted to be forgotten again.

From my experience as an instructor of deaf-mutes which extends over a period of twenty-two years, I have had large numbers of these unfortunates under my charge, but never found one who could be taught to articulate on account of some defect in his vocal organs. I am therefore forced to believe that these organs are in as perfect and normal a condition in the deaf-mute as they are in hearing persons. This could not be otherwise. For, all parts of the vocal machinery, the lungs, trachea, larynx, pharynx, vocal cords, uvula, tongue, teeth and lips, besides being employed in articulation, have to perform other functions which are of the greatest importance for vital purposes. Some are used in respiration, others serve as air-passages, or are employed in the mastication of food. Therefore if any of these organs were so defective as to be unfit for the purposes of articulation, they would also be unfit to perform the more important vital functions of respiration, etc., and a person thus afflicted could not live. There are cases of mutism which are caused by paralysis of the muscles of the tongue or throat, or by some affection of the nerve centres of the brain, but such cases are subjects for medical treatment and do not properly belong to an institution like ours. The latter is intended for those only who are mute in consequence of deafness, but are otherwise sound in mind and body.

Our first steps with beginners are to teach them how to use their voices and pronounce words and sentences. Although we have to correct and improve the articulation of our pupils at all stages of the instruction and in all grades, yet the major part of the work of training their voices is accomplished during the first six months of the course. At the expiration of that time the instruction in language is commenced, and gradually the various branches which are taught in the common schools are introduced. Our programme of studies comprises reading, grammar, composition, rhetoric, arithmetic complete, natural philosophy, geography, history — ancient and modern — natural history, algebra, geometry, book-keeping, French, penmanship, drawing—from copies, casts and natural objects.

Other institutions that are similar to ours provide workshops where the pupils are instructed in trades. Shoemaking, tailoring, carpentering and printing are the trades usually taught in these shops. We do not provide work of this kind for our pupils, but let them devote their entire time to study and the necessary outdoor exercise for recreation. There are several considerations that caused us to differ in this regard from the practice commonly pursued in other schools. The institution is maintained for the purpose of educating deaf-mutes. To learn a trade is not a part of the education of a deaf-mute, any more than it is part of the education of a hearing person. Our object is to give our pupils that rudimentary knowledge which hearing children acquire in the public schools. The latter cannot be expected to develop any individual talents or prepare their pupils for special callings, and there is no reason why that should be asked of an institution like ours. I understand that one reason for establishing these workshops was that deaf-mutes, who have been educated after the old method find it difficult to obtain situations after leaving school, employers not being willing to take the time and trouble of communicating with them by writing. Our pupils being able to speak and read the lips, experience far less difficulty of this kind. It is further said that the institution must teach trades to the deaf-mutes, in order to provide work for them and prevent them from habits of idleness while they are in school. We have five school hours every day and a study hour in the evening. Besides, the pupils have lessons to prepare out of school and receive instruction in gymnastics. A number of the older boys also attend the free evening school for science and art at the Cooper Institute to learn drawing and modeling in clay, and the girls have regular sewing lessons every afternoon. Taking all this into consideration, the children are regularly occupied eight hours every day, and therefore have very little opportunity for forming habits of idleness.

It has been previously mentioned that the trades usually taught in institutions are shoemaking, tailoring, carpentering and printing. Of all the former graduates of this institution, only one has become a shoemaker and one a tailor, none is following carpentering as an

occupation, nor have any engaged in printing. It would therefore not have been worth our while to have kept up shops all these years at considerable expense for the sake of turning out one shoemaker and one tailor. Experience shows that these shops are a source of great expense to the institution, because the work turned out by the pupils is too inferior to be salable. Although we impress upon the minds of our pupils that honest labor of any kind is respectable, yet we stimulate them to aim at something higher than to become shoemakers or tailors. It is true that by reason of their infirmities they are debarred from a great many callings, yet there are other fields open to them in which they can successfully compete with hearing persons. Quite a number of our former graduates have become skillful lithographers, engravers, painters, wood carvers, etc. These occupations we could not well teach them successfully in the institution, nor is there any occasion for attempting to do so, because they can prepare themselves for them after they leave school in the same manner as hearing people do.

Respectfully submitted,

D. GREENBERGER,
Principal.

NEW YORK, October 22, 1883.

(F.)

REPORT OF THE PRINCIPAL OF THE ST. JOSEPH'S INSTITUTE FOR THE IMPROVED INSTRUCTION OF DEAF-MUTES.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your circular of October 3, I furnish the following brief report :

The number of pupils on record October 1, was 237. An unusually large number of new pupils were admitted at the opening of the school session, so that the vacancies occasioned by the withdrawal of the New Jersey pupils, as well as those caused by the discharge of pupils who had completed their terms, have been quite filled.

The institution is at present in a flourishing condition, all its inmates enjoy excellent health, and the educational department is successfully carried on. The number of pupils instructed by articulation has been larger than during any of the preceding years, and the results attained have been unusually satisfactory. Most of the pupils admitted during the last two years entered at an early age, and their rapid progress as compared with that of older children taught by the same methods proves that the success of the oral system depends, in a great measure, on the age of the beginner.

Much attention has been given to industrial training, and generally speaking, with excellent results. The little girls who are too young to be occupied with machine sewing become adepts in the useful arts of darning and mending while the older ones can show very creditable specimens of their skill in dressmaking. All are required to spend a portion of the time outside of school hours in acquiring useful household knowledge.

This year, shoemaking has been added to the list of boys' trades, much to the satisfaction of the pupils' parents.

A large and comfortable brick house has been added to the buildings of the institution at Throg's Neck. It contains a chapel, dining rooms, sleeping apartments, etc., together with a sufficient number of well lighted school rooms. This addition was much needed. The old building having been considerably overcrowded during the previous year.

In conclusion, I desire to return thanks to the Superintendent and the Department for the promptness and kindness shown in the appointment of State pupils.

I have the honor to be,

Your obedient servant,

MARY B. MORGAN,

Superintendent.

FORDHAM. N. Y., November 28, 1883.

(G.)

REPORT OF THE PRINCIPAL OF THE CENTRAL NEW YORK INSTITUTION FOR DEAF-MUTES.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—I herewith present to you the desired statement regarding the Central New York Institution for Deaf-Mutes.

At the end of the last fiscal year (1882), we had connected with the institution 166 pupils ; 104 boys and 62 girls. Twenty-seven severed their connection with the school during the year—12 males and 15 females—of which number the terms of 12 had expired, 10 were detained at home by parents (cause unknown), two were returned to parents or guardians, and one was detained at home on account of sickness. Of the whole number during the year, there were supported by the State of New York, 123 ; by the counties, 56 ; by parents, one.

The remaining statistics of the institution are, eleven teachers, three supervisors, one matron, three assistant matrons, two house-keepers, a nurse, a sewing matron, a seamstress, a care-taker, an engineer, and a watchman, besides the necessary quota of servants.

The institution continues to give to as many pupils as possible the opportunity of acquiring some profitable trade. The girls are practiced in sewing and light household work daily, a number also receiving instruction in dressmaking. The same choice of trades, specified in former reports, namely: carpentry, cabinetmaking, shoemaking and glazing, is still offered to the boys.

The general physical condition of the pupils has been excellent. Their diet has been substantial and sufficient. They have been protected from cold and wet, and when sick have been faithfully nursed. There have been no deaths. Lectures and debates on Saturday evenings and occasional social reunions throughout the year have been a source of great benefit and enjoyment to the pupils.

In conclusion, I desire to express my thanks to you for the little assistance I have received from time to time in matters pertaining to our work, and hoping that the same Providence which has seemed to look kindly upon our institution heretofore may bless the efforts made to better the condition of the class of children intrusted to our care, this report is respectfully submitted.

EDWARD BEVERLY NELSON,
Principal.

ROME, N. Y., December 11, 1883.

(H.)

REPORT OF THE PRINCIPAL OF THE WESTERN NEW
YORK INSTITUTION FOR DEAF-MUTES.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— The year just closed is one that, to those interested in the school for the deaf at Rochester, is very gratifying to look back upon. I have the honor to present the following statistics and report :

On the 1st of October, 1882, there were present 123 pupils ; 39 were received during the year ; total attendance 162. Of this number, 10 have been withdrawn from school and 1 died. There were present at the close of the year 151 ; 99 were over twelve years of age, and 52 were county pupils. The average attendance during the year was 136. The number of persons who have received instruction during the past seven years is 219.

There have been two changes in our faculty. One of the teachers in the kindergarten, who has been connected with our school since the second year of its organization, withdrew in June, preparatory to entering upon foreign mission work in China. Another kinder-

garten teacher of five years' experience resigned to take the position of governess of a little deaf child. Their places were filled by two trained kindergarten teachers. The school employs, including the principal, thirteen teachers, two attendants who teach, and for the industrial classes, five teachers or foremen are employed.

The appropriation for the past year was insufficient to provide for the support of pupils present. The amount due in excess of the appropriation is over \$3,000. The managers of the institution are seriously embarrassed by this deficit, as by it the debt incurred during the year, already very great owing to expenditures for buildings and repairs necessitated by the fire (described in my last report), was increased to over \$18,000.

For the current year appropriation was made for 100 State pupils. This number is already exceeded; the deficit, it is expected, will be nearly the same as that of last year. Twelve children are now in school who will become of age as State pupils during the next year. We accordingly ask that you will present to the Legislature our need for an increase of the number for which appropriation will be made for the fiscal year 1884 and 1885, to 115 State pupils, only as much of the appropriation being available as is proportionate to the number of pupils in attendance under the appointment and supervision of your Department.

We have paid out during the past year, \$58,812.81. Of this sum about half was expended for buildings and improvements. We have been able to enlarge our accommodations, so that we have now in our combined buildings 3,000 cubic feet of space for each individual. All our buildings have been made comfortable during the coldest weather that we have had by our new steam-heating apparatus. The buildings are conveniently arranged and adapted to their purpose. The lighting of the new school-house is especially satisfactory, as are also the interior arrangements and furnishing of the school rooms. Our improved accommodations have had a marked effect upon our children. The school year was begun under difficulties and embarrassments which made it seem questionable whether it were wise to open school until our new buildings could be completed. Wisely, however, the school was opened with little delay, every precaution being taken to care for the physical, intellectual and moral needs of the children. After enduring temporary discomforts and determinedly making the best of everything, we are glad to say that the work of this year has been more satisfactory than the work of any year in the past.

The health of the pupils, has been uniformly good. In February, however, occurred the first death in the history of our school. Sophie Fister, a young woman in her second year at school, died of consumption. Her mother, having no settled home, requested that we allow her daughter to spend her last days here, as the care she needed could not so well be given her elsewhere.

Our pupils do not talk by signs. In their conversation with each other they use English sentences, spelling every letter of each word

inctly and rapidly upon the fingers. The most advanced pupils write and carry on conversation with those who hear by means of ech and lip reading. It is the rule of the school that, in order to become accustomed to vernacular language, all shall communicate means of finger-spelled words; when they become familiar with guage and proficient and ready in articulation, they naturally prefer speech, as it is more convenient for conversation with hearing people; their mental operations, too, are carried on in articulated language.

It is five years since we introduced this method, with the purpose making it as soon as possible the custom and rule of the school. Prior to this, however, teachers of experience in the principal institutions throughout the country had demonstrated the advantage the natural method, as it was called, for class-room work. In New York institution it was applied in teaching the younger children, and was at the Hartford and Philadelphia and other institutions applied with equal success in teaching advanced classes. But the enforcement of the rule that all communication in the school room, on the play ground, and elsewhere should be in vernacular language, there was no precedent in American institutions. The experience of each year has added strength to our convictions of its practicability, and developed the advantages to the school of enforcement of the rule.

We have for a little over a year carried the method which we found so successful in the acquisition of language, into our oral teaching. Instead of long, preliminary drill on elementary sounds, we teach our children at once to pronounce familiar words without the intervention of visible speech symbols. This is a return to the methods used by our teachers before they received instruction from Professor A. Graham Bell and adopted his methods. We were led to make the change by the gratifying results of the natural method witnessed at Northampton and at Mr. Greenberger's school. Our older pupils are familiar with visible speech, and with them we continue its use.

In considering the work done at an institution for the deaf, in comparing the scholars in our school with hearing children, injustice is apt to be done both school and scholar, unless the difference between the conditions of the deaf and the hearing is continually kept in mind. From infancy to maturity the deaf-mute develops physically as rapidly as his hearing brother. But there is an almost entire arrest of mind growth from the time the child loses its hearing until it is brought to school. The deaf-mute comes to school with a certain indeterminable amount of knowledge, the accumulation of his experiences; he is placed under the care of teachers and surrounded by favorable circumstances, and his development is surprising and gratifying; and yet, because of the difficulties of communication imposed upon him by his infirmity, the average of his acquirements and of the development of his intellectual powers are not, taking the general results of the work of all institutions

for the deaf with which we are familiar, exceeded those of hearing children, reared under circumstances favorable to mental development, whose natural age is the same as the deaf child's school age (or number of years spent at school).

Reports from various institutions throughout the country show that the average duration of time spent by pupils at school is about five years. The State of New York extends to the deaf the privilege of a much longer term of schooling; of this privilege, however, only a relatively small number have availed themselves. In the annual report of the New York institution, it is stated that the average attendance at that institution has been but five years. At the Rochester institution, of the number, about sixty, who have withdrawn from school, the average time of attendance has been less than four years. A hearing boy, whose opportunities for home culture and school training have been the best possible, is barely qualified to enter business life at fourteen or fifteen years of age, and yet his average mental development and power for usefulness are at that age equal to those of a deaf-mute, who, entering school at six, continues till he is twenty.

Respectfully submitted,
ZENAS F. WESTERVELT,
Principal.

ROCHESTER, November 30, 1883.

(I.)

REPORT OF THE PRINCIPAL OF THE LE COUTEULX ST. MARY'S INSTITUTION FOR THE IMPROVED IN- STRUCTION OF DEAF-MUTES.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — In compliance with your request, I have the honor to present in a concise form the facts relating to the workings of our institution during the past year.

The entire number of pupils who have been under instruction within the year ending September 30, 1883, was one hundred and sixty-seven, of whom ninety-one were males, and seventy-six females; twenty-one were admitted during the year, and thirteen have left; leaving at the present time, one hundred and fifty-four pupils, eighty-six males, and sixty-eight females.

Eighty pupils were supported by the State of New York, thirty-seven by the counties in the State of New York, and one by the State of New Jersey. The remainder by friends, or by charity.

We as a rule do not refuse the admittance of any deaf-mutes making application from any part of the State, if possessed of intel-

rence, and as many of our county charges have already attained, and here will attain the age of twelve years, during the year, we are much embarrassed for vacancies for State pupils.

The appropriation made two years ago for eighty pupils is not sufficient for our increasing number, and the appropriation for ninety requested last year was in some way overlooked.

We therefore most respectfully request of the honorable Legislature to make the appropriation for one hundred and ten pupils, the estimated number for the coming year. We await hopefully this increase, so that those entitled to the provision of the existing law will be provided for by the honorable Legislature.

The officers and teachers rejoice in the comforting belief that those who go out from us year by year are, with comparatively few exceptions, provided with that mental and moral training which will fit them for the practical duties of life, and are in a vastly better condition than they would have been if left to grow up uneducated.

The many happy, intelligent, and educated deaf-mutes earning a respectable and independent living is a convincing proof of the benefit of the past munificence of the State, as well as a credit to the institutions.

Our plan of teaching has been a combination of object teaching, picture teaching, gestures or signs, writing, and articulation. The studies include language, reading, writing, arithmetic, geography, history, story, grammar, the elements of natural science, book-keeping and drawing. Articulation is taught to all the pupils. Ten teachers are employed in the classes.

The benefits derived from mechanical instruction to the pupils in their life are so apparent that we are disposed to pursue the same course as heretofore; the pupils therefore, who are of an age to justify it, will devote a portion of the day to some work.

Typesetting and tailoring for both boys and girls, dressmaking, plain sewing, machine sewing, fancy work, and household duties for girls, and farming for boys.

The government of the institution is based on that of a well regulated family. Firmness, tempered with kindness, appeals to reason, the fear of incurring censure, and consequent loss of standing have been substituted for the dread of corporal punishment, which is very rarely resorted to. In connection with the school-room work efforts are made to impress on the pupils a correct sense of the requirements of duty, and of their responsibility to God for their actions.

The health of the pupils has been very good during the past year. The cases treated have yielded readily to the remedies employed, and great credit is due to our physician, Dr. G. E. Mackay and the faithful kind watching of the attendants.

It affords us great pleasure to state that we have purchased twenty-three acres of ground about two miles from the institution. There is a house on the grounds which can be used in connection with the present buildings, being very convenient of access by street cars,

while the land will be utilized for gardening and farming purposes at once. We hope in a few years to be able to erect a suitable building on these grounds, which it is obvious will be necessary on account of the rapid increase of population in our present locality. We purpose to remove the younger pupils out there next spring, and to give employment at gardening to those who wish to remain during the summer vacation.

Thanking you for kindness from your Department in the past, and hoping to continue worthy of the same favors for the future,
I have the honor to remain,

Very respectfully,

SISTER MARY ANNE BURKE,
Principal.

BUFFALO, October 19, 1883.

(J.)

REPORT OF THE SUPERINTENDENT OF THE NEW YORK INSTITUTION FOR THE BLIND.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your request of October 3d, I would respectfully submit the following information in relation to this institution :

At the close of the year, ending September 30, 1882, the number of pupils was 209; admitted during the year, 34; whole number instructed during the year, 243; reductions, 33; remaining September 30, 1883, 210.

The general health of the pupils has been excellent.

The course of instruction is as follows :

LITERARY DEPARTMENT.

Sub. Primary Grade—Reading, spelling, tables.

Primary Grade—Reading, spelling, arithmetic.

Intermediate Grade—Reading, spelling, geography, with dissected maps, English history, object lessons.

Sub. Junior Grade—Reading, spelling, geography with maps, American history, point writing and composition.

Junior Grade—Reading, spelling, script-writing, geography with maps, planisphere globe, grammar, history, composition.

Sub. Senior Grade—Arithmetic, grammar, history, geography, physiology with apparatus, rhetoric, composition.

Senior Grade—Algebra, geometry, logic, mental and moral philosophy, science of government, rhetoric, composition, natural philosophy.

MUSIC DEPARTMENT.

Elementary Classes—Singing by interval and rudiments.

Advanced Classes—Voice culture, chorus singing, piano and organ playing, harmony, theory and practice of teaching, Staff and New York Point Systems of musical notation, piano tuning.

INDUSTRIAL DEPARTMENT.

The male pupils are taught cane-seating and mattress making, and with aid of models are practiced in performing such manipulations of the piano action and strings as are incident to the art of piano tuning. The female pupils are taught sewing and knitting by hand and by machines, embroidering, crocheting, weaving cord laces, and such manipulations of needle, thread, worsted, etc., as are used in producing useful and ornamental articles.

PHYSICAL TRAINING.

Class exercises in walking, marching, free gymnastics, and exercises with dumb-bells, rings and wands.

All the departments are well organized.

The institution is administered upon strict business principles, and in such a manner as to promote the health and comfort of the pupils, and to carry out the purpose for which it was provided, viz.: the education of the blind.

The supply of books and of music in the New York Point System is increasing, methods are being improved and the ends to be attained are better understood by the institutions generally, by the public, and by the pupils themselves.

It is respectfully asked that the same appropriation made for the current year, may be made for the year ensuing. I am,

Very respectfully, your obedient servant,

WM. B. WAIT,
Superintendent.

NEW YORK, Oct. 15, 1883.

(K.)

REPORT OF THE SUPERINTENDENT OF THE ONEIDA AND MADISON INDIAN RESERVATIONS.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In accordance with your request, I respectfully submit the following report, in regard to the condition and wants of the Indian schools on the Oneida and Madison reservations under my charge.

There are thirty-three scholars of school age residing on the reservations. Twenty-seven of this number have been registered as having attended school some portion of the past year, giving an average daily attendance of thirteen and a fraction. The attendance at these schools is not what it should be. For the past year sickness among the children in the Madison county school during the summer term caused the attendance to be very small; during the winter term it was more than an average for the past few years. In the Oneida school with less than one-third of the scholars on the reservation, the attendance was fair. There are two school-houses on the reservations, owing to the districts being located so far apart, making it necessary; and two teachers employed for thirty weeks in each year. If the children could be brought together in one school, a much more interesting and serviceable school could be formed with the present number than there can be with the small number of scholars divided into two schools as at present.

Complaint has been made to me by the Indians on the reservations that an attempt is being made to tax them in the common school districts for building new school-houses, claiming they are taxable inhabitants in their districts, for which they complain, as they have had no connection with and have received no benefit whatever from these schools.

Certainly the Indians are not taxable in a common school district unless possessed of taxable property therein.

Respectfully submitted,

N. L. TILDEN,

Superintendent.

VERNON, November 16, 1883.

(L.)

REPORT OF THE SUPERINTENDENT OF THE SHINNECOCK AND POOSPATUCK INDIAN RESERVATIONS.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—The following report of the condition and prospects of the Indian schools on the Shinnecock and Poospatuck reservations is respectfully submitted.

Mr. Green (colored) is teaching the Shinnecock school for the third successive year. He is studious and zealous, and I believe earnestly desires the welfare of those under his care.

At Poospatuck, Mr. Hawkins, a former teacher, is again in charge, and the first requisite of these schools, the attendance, has largely increased.

The children on these reservations make commendable progress until they are old enough to go to service, and then, with very few exceptions, they either drop out altogether or attend so irregularly that the advantages of school are lost to them. Another disadvantage is their spasmodic, rather than continuous action. This is shown in the enrollment at Poospatuck, which for the present term has been ninety (90) per cent of all those of school age, with an average daily attendance nearly three times that of last year. At Shinnecock an opposite condition is prevailing. I hope soon to reverse this.

Thanking your Department for all needed assistance, I am,

Very truly yours,

J. S. RAYNOR,

Superintendent.

EAST MORICHES, December 20, 1883.

(M.)

FORTIETH ANNUAL REPORT OF THE EXECUTIVE COMMITTEE OF THE STATE NORMAL SCHOOL AT ALBANY, TO THE SUPERINTENDENT OF PUBLIC INSTRUCTION AND THE REGENTS OF THE UNIVERSITY, FOR THE YEAR ENDING SEPTEMBER 30, 1883.

To the Superintendent of Public Instruction and the Regents of the University :

The executive committee of the State Normal School at Albany, submit their thirty-ninth annual report.

I. THE EXECUTIVE COMMITTEE.

By the provisions of the law establishing this Normal School, it is placed under the joint charge of the Superintendent of Public Instruction and the Regents of the University. The immediate government of the school is intrusted to an executive committee, of which the Superintendent is by law the chairman, and the remaining four members are appointed on the nomination of the Superintendent and the confirmation of the Board of Regents.

Since the date of the last report the senior member of the committee, Jacob S. Mosher, M. D., has died. He was appointed a member of the committee in 1868, and by his conscientious fidelity to the duties of his office, and his unflagging zeal in all efforts for the welfare of the school, he contributed largely to its continued prosperity. Up to the very last days of his life he was busy providing for its interests. In the project for providing a new building for the school, no one could have taken a more active interest, or

performed a more efficient part. In his sudden and unexpected death every one connected with the institution, students and faculty and members of the executive committee, felt that they had lost a true and faithful and helpful friend. He died on the 13th day of August, 1883.

The vacancy caused by Dr. Mosher's death has been filled by the appointment of Robert Livingston Fryer, of Albany, November 16, 1883. The committee, as now organized, consists of the following persons:

William B. Ruggles, Superintendent of Public Instruction, chairman *ex officio*; David Murray, St. Clair McKelway, Andrew S. Draper, and Robert L. Fryer; David Murray, Secretary and Treasurer.

II. THE FACULTY.

The school has, since the close of the report for last year, lost from its faculty by death, Joseph S. St. John, the Professor of Natural Science. Professor St. John had held this important chair for more than eight years, and had in all respects fulfilled satisfactorily its duties. He was an efficient and enthusiastic teacher of science, and inspired his pupils with a high idea of their calling as teachers, and a hearty fondness for scientific investigation and instruction. Under his direction the laboratory of the school had been enlarged and adapted to the purpose of giving all the members of the classes an opportunity to use the apparatus and try the experiments which their future positions as teachers might call for. In this and many other directions, he has rendered signal service to the school, and the committee desire to express in this report their high sense of his value as a teacher.

The vacancy occasioned by the death of Professor St. John, has been filled by the appointment of Sumner H. Babcock, Professor of Natural Science. He entered on his duty at the beginning of the second term, in February 1883, and has in every way met the high expectations of the committee.

The faculty of the school, as at present constituted, is given in the following table:

Edward P. Waterbury, A. M., Ph. D., President and Professor of Mental and Moral Philosophy....	Residence and	\$2,500
Albert N. Husted, A. M., Professor of Mathematics.....		1,800
Wm. V. Jones, A. M., Adjunct Professor of Mathematics,		1,800
Sumner H. Babcock, Professor of Natural Science.....		1,500
John B. Marsh, Professor of Vocal Music.....		600
Kate Stoneman, Geography, Drawing and Penmanship..		900
Mary A. McClelland, English Grammar and History....		900
Josephine E. Seaman, English Literature and Composition,		900
Anna A. Farrand, Arithmetic and Algebra.....		900
Ellen Bishop, Elocution		800
Mrs. Mariba A. B. Kelly, Superintendent of Model School,		1,200
Mrs. Jennie L. Young, Assistant in Model School		700

III. THE STUDENTS.

The attendance during the past year has been the largest known in the history of the school. The following statement gives the number of students in attendance during each of the two terms of the academic year, and the number admitted at the opening of the new year :

Term ending January, 1883.

Seniors, second term	26
Seniors, first term	63
Juniors, second term	68
Juniors, first term	149
Total	306

Term ending June, 1883.

Seniors, second term	63
Seniors, first term	45
Juniors, second term	87
Juniors, first term	84
Total	279

During the part of the term ending September 30, 1883.

Seniors, second term	29
Seniors, first term	60
Juniors, second term	70
Juniors, first term	141
Total	300

Whole number of individual students during the academic year	515
Number admitted September, 1883	198

Whole number of individual students during the fiscal year, September 30, 1883	713
--	-----

Average age of pupils.

Males	21 $\frac{1}{4}$ years.
Females	19 $\frac{1}{4}$ years.

Attendance in the Model School.

During the term ending January, 1883	128
During the term ending June, 1883	111
Whole number of individual scholars during the academic year	161
Number during September, 1883	153
Whole number of individual scholars during the fiscal year ending September 30, 1883	239

The lists given below comprise the graduates from the school during the past year, giving the county from which each was appointed and the title of the essays prepared for graduation. The number of graduates for the year was eighty-six, of whom twenty-three were males and sixty-three females. The whole number of graduates from the establishment of the school has been 2,672, of whom 992 were males and 1,680 were females.

Class Graduating January 26, 1883.

23 members ; 7 males, 16 females.

Name.	Post-office.	Subject of Essay.
Josephine Ashton,	East Albany,	Burden Bearers.
Adelia S. Bacon,	Batchellerville,	The Earth — A history.
Minnie Bates,	East Albany,	Merry-making.
Minnie E. Benedict,	Johnsonville,	Architecture.
Mary E. Call,	Haverstraw,	Little Things.
Agnes L. Chambers,	Perth,	Purpose.
William M. Colliton,	Quaker Street,	Natural Science in Public Schools.
M. Amelia Foshay,	Underhill,	Travels in Thought-land.
Edith A. Horton,	Peekskill,	Do Thy Deed.
Jarvis S. Ingraham,	Albany,	Carefulness.
Ella Jersey,	Spring Valley,	Milton.
Richard A. Lane,	Bolton,	The True End of Education.
Margaret McFeely,	N. Stepent'wn,	Coal.
Mary J. McHugh,	Albany,	Slavery.
Almira A. Munger,	Albany,	Brooks.
Walter E. Potter,	Raceville,	Greatness.
Charles T. Scaman,	Spring Valley,	Self-culture.
Willie J. Stebbins,	Plank Road,	Adaptation to Work.
Kate Thompson,	Albany,	Difficulty.
Gertrude E. Tiel,	Coxsackie,	Fashion.
Horace E. Twichell,	Lackawaxen,	Relics of the War.
Clara A. Veeder,	Gloversville,	We Spend Our Years as a Tale That is Told.
Ella J. Wiggins,	Pt. Peninsula,	Leaving the Bay.

Class Graduating June 28, 1883.

63 members ; 16 males, 47 females.

Alexander M. Arries,	Morris,	The Atomic Theory.
Mena Babcock,	Troy,	Observations at the Depot.
Bertha Bartholf,	Visscher's Fer'y,	Success.
Nellie M. Boothby,	Greenbush,	The Mother and the Teacher.
V. Idalette Brett,	Albany,	New Acquaintances.
Ella M. Briggs,	Laurens,	Nothing to Do.
Mary E. Buell,	Clyde,	Novels.
John D. Campbell,	Roscoe,	A Man's Life his Own Work.
Harriet E. Carskaden,	Ancram Lead Mines,	What Then ?

Name.	Post-office.	Subject of Essay.
es S. Christie,	Albany,	Utility.
y Corry,	Slingerlands,	The Useful and Beautiful.
hen J. Daring,	Gallupville,	Our National Power.
n Adair Dooley,	Glenmore,	The Influence of Woman.
es B. Egan,	West Troy,	Business Life.
y E. Elmore,	Liberty,	Difficulties.
ie M. Fischer,	Port Chester,	Greek Mythology.
na A. Forman,	Cold Spring,	Life, its Duties and Influences.
rge H. Fort,	West Charlton,	Precious Things of the Hills.
M. Fraats,	Cooperstown,	Borders of the Supernatural.
ella M. Garner,	Chatham,	Voices of the Past.
ie E. Goodrich,	Olmsteadville,	Longfellow.
ie A. Goss,	N. Granville,	Good Cause, Stout Heart.
ng Green,	Patchogue,	Perils of Mormonism.
ie J. Griffin,	Dover Plains,	A Successful Life.
ette Hendry,	Monticello,	The Passing of the Rubicon.
beth Hermans,	Cohoes,	The Life of Nations.
les D. Hill,	Turin,	Language.
n Holloway,	Delhi,	Improving our Talents.
giana Jayne,	Old Westbury,	The Spirit of the Times.
an D. Kingsley,	Jonesville,	The Life of Our Language.
a E. Kinne,	Ilion,	Right Thing in Right Place.
na A. Kring,	Mayfield,	Mountains.
elia F. Lawrence,	South Salem,	How to Use Books.
Lawson,	South Berne,	Lost Minutes.
B. Lawson,	Aquetuck,	It Might Have Been.
e R. Lawyer,	Schoharie,	Music.
ie McMillan,	Salem,	The Love of Beauty.
e McMullen,	Worcester,	Changes.
gie Miller,	Kinderhook,	Robert Burns.
y L. Moore,	W. Rupert, Vt.,	Chemistry in Farming.
tte Munson,	Hebron,	Will Power.
ie A. Murray,	W. Albany,	Revelations of the Microscope.
iam H. Myers,	Reynolds,	The Politician.
ge H. Neal,	Green Island,	In Behalf of the Sciences.
ik J. Newbury,	Penfield,	Motives.
t B. Norton,	Cambridge,	Social Customs.
r E. O'Toole,	Waterville,	Nature's Sounds.
y E. Rowell,	Waterville,	Unwritten Language.
ie E. C. Russell,	Lebanon Spa,	Choosing.
na S. Schlemmer,	Castleton,	Man's Highest Aim.
ie Smith,	Shekomeko,	Public Libraries.
ie A. Sprague,	Rochester,	Our Field of Labor.
nah A. Stymus,	Dobb's Ferry,	Beyond the Alps, Italy.
ie A. Tompkins,	Stillwater,	Hope Beyond.
annie Townsend,	Coxsackie,	Steps.

Name.	Post-office.	Subject of Essay.
Henry M. Tyndall,	Rose,	The Irreparable Past.
Mary Van Inwegen,	Cuddebackville,	Which Will You Be?
Marcia J. Wagar,	Eagle Mills,	Influence.
Angeline Watson,	Bolton Landing,	History.
Mary A. Whalen,	Yonkers,	Young Women in History.
Adelle L. Whitaker,	Warrensburgh,	Visitors from Elfland.
Alida A. Woodin,	Pawling,	Thy Speech Bewrayeth Thee
Marion Woolverton,	Albany,	Dignity of Labor.

During the past year President Waterbury has made exhaustive inquiry into the history of the school and the services which its graduates have rendered to the cause of education. The following tabular statement has been prepared by him :

Record of the State Normal School at Albany, from 1844 to 1883, inclusive.

	Total number of graduates.	Total number of females.	Number of females reported.	Number of years taught.	Average number of years taught.	Total number of males.	Number of males reported.	Number of years taught.	Average number of years taught.	Total number of yrs. taught, male and female.
1st ten classes.....	460	205	182	1,797	9.86 ⁺	255	228	2,531½	11.100	4,328½
2d ten classes.....	361	211	187	1,777½	9.400	150	136	1,509	11.100	3,286½
3d ten classes.....	337	226	205	1,734	8.450	111	101	872½	8.600	2,606½
4th ten classes.....	298	198	182	1,646½	9.100	100	86	636½	7.100	2,283
5th ten classes.....	285	221	210	1,602	7.830	64	63	401	6.100	2,003
6th ten classes.....	328	239	236	1,409	5.900	89	89	482½	5.100	1,891½
7th ten classes.....	347	204	204	678	3.100	143	141	450½	3.100	1,128½
Last five classes.....	170	112	112	170	1.520	58	58	95	1.600	265
Total, 1844 to 1883....	2,586	1,616	1,518	10,814	7.100	970	902	6,978½	7.100	17,792½

From this table it appears that 2,586 have been graduates, whom reports have been received from 2,420.

That these 2,420 graduates have taught 17,792 $\frac{1}{2}$ years, making an average of 7 $\frac{35}{100}$ years for each, counting in the unreported and reckoning them as not having taught at all, the average for all graduates is 6 $\frac{84}{100}$ years.

Of the 2,420 reported graduates only 193 did not teach after graduation; of them 14 died within a year; 7 enlisted in the army immediately after graduation; 6 were prevented by family duties caused by sickness and death; 4 were shattered in health and unable to teach; 11 ladies married immediately after graduation and were unable to teach; one was relieved from his obligation to teach, by the executive committee, on payment of \$75, for his tuition; making in all 43 graduates who had good and sufficient reasons for not teaching, and leaving only 60 who were under obligations to teach but did not.

Of the 2,420 graduates reported, 88 have become lawyers; clergymen; 27, civil engineers; 56, physicians; 71, school officers; State superintendents, assistant State superintendents, superintendents of schools and school commissioners; 102, instructors in other normal schools; authors [of many school books] and editors; 67 served in the war, of whom twelve lost their lives; one is now captain in the regular army.

From information gleaned in these researches and gathered from various sources it is believed that, in addition to the above definite facts as to graduates, about 8,000 undergraduates of the school have taught in district schools.

The committee take great pride and satisfaction in referring these statistics as evidence of the great service that the school has rendered to the State. It has often been made a charge against the normal schools of the State that their students after all do not teach; that they are educated at the public expense as teachers, and then turn aside into other walks of life. The statistics of this normal school do not support such a charge; on the contrary they give overwhelming testimony to the fact that the students and graduates of this normal school have fulfilled their obligations to the State with notable and praiseworthy fidelity, and have returned in overflowing measure the benefits she has conferred upon them.

IV. APPOINTMENT AND ADMISSION.

Students desiring admission to the school should apply to the school commissioners for an appointment. If the applicant possesses the requisite qualifications the commissioner will make the appointment and send a certificate of the same to the Superintendent of Public Instruction, who will endorse it and send it to the president of the school, in whose hands it will be found on the arrival of the student at the school.

When the school was established the number of students from each county was restricted to twice the number of its representative

in the Assembly. The establishment of seven additional normal schools in the State has rendered this restriction unnecessary. The school is, therefore, open without restriction to all who desire to fit themselves to become teachers.

By an act of the Legislature, passed April 11, 1849, "every teacher shall be deemed a qualified teacher who shall have in possession a diploma from the State normal school."

Students should reach Albany the day before the opening of the term. They should come at once to the normal School building, where they will be directed to boarding-houses approved by the faculty. They should retain their checks for their baggage until they procure rooms, when it will be delivered free of charge.

Tuition and text-books are furnished gratuitously. The amount of fare necessarily paid in coming by public conveyance to the school will be refunded to those who are present at the beginning of the term and remain till its close.

The price of board in respectable families varies from \$3.50 to \$4 per week, exclusive of washing. Those who wish to board themselves can procure furnished rooms at \$1 per week. By so doing they can reduce their expenses for board to \$3 per week. All places for board and any change must be approved by the faculty.

The spring term begins on the second Wednesday in February.

The fall term begins on the second Wednesday in September.

The following extracts from a circular issued to the school commissioners by the State Superintendent of Public Instruction, clearly present the qualifications which are deemed essential.

"The school commissioners are directed to give the most extended notice in their power of vacancies, and to interest themselves in finding proper pupils to be appointed.

"In making the selections those who from past successful experience have proved their aptness to teach, or from traits of character clearly developed, give fair promise of future success, should be preferred. Talents not below mediocrity, unblemished morals and sound health are regarded as indispensable. In your visitations of the schools you will sometimes find teachers, who, to insure their highest success and usefulness, need only the instruction which this school is designed to give; or pupils who have given proof of good scholarship, which, by being properly directed, may be made of great value in the cause of education. Such teachers and scholars you will encourage to seek these appointments."

The school commissioners, to whom the State is under great obligations for the interest they have ever taken in the school, will understand why their attention is invited particularly to this circular, when the fact is mentioned that out of one hundred and eighty-two applicants who presented themselves in September, 1882, thirty-six were rejected for want of requisite qualifications. The commissioners will forward the circular sent them to those in their districts who have shown an aptitude for teaching or superior ability as scholars. Among those who have passed the Regents' preliminary or interme-

diate examination, or who may have been members of teachers' classes in the academies, are many who, if put in the way of receiving a normal school training, would do honor to the commissioners who appoint them and to the State which educates them.

V. EXAMINATIONS AND QUALIFICATIONS.

That those intending to apply may understand what will be required of them, the following information is given :

Before examination the student will register and sign this declaration : We, the undersigned, hereby declare that our object in resorting to the normal school, is to prepare ourselves for a faithful performance of the duties pertaining to the office of teacher ; and we further declare that it is our intention to devote ourselves to the work of instruction in the public schools of the State.

Arithmetic.

In arithmetic the applicant must be able to recite all the ordinary tables of denominate numbers ; to both write and read with facility large numbers, both entire and decimal ; readily to perform the operations of addition, subtraction, multiplication, division and reduction of numbers, both simple and denominate, entire and fractional ; to solve examples in percentage with its applications to interest discount, and profit and loss ; to solve problems in ratio and proportion, and in square and cube root. Problems will be given sufficiently difficult to test the capacity for logical reasoning.

Geography.

Questions will be given relating to the shape of North America, its mountains, its river systems ; the shape, the area, the boundaries and the number of the United States and Territories, and the relative importance of the different States. Correct information will be required as to the great lakes, the mines and mineral productions of the United States ; the production and exportation of wheat, cotton and petroleum ; and as to the great railroad lines between the Atlantic and the Pacific States. The applicant must be acquainted with the size, location and commercial characteristics of the more important cities of the United States and of Europe.

Grammar.

The applicant must analyze, according to the system taught in any standard grammar, simple sentences, compound sentences and complex sentences containing two or more clauses ; explain the formation of the plural of nouns ; decline personal and relative pronouns, and show how the different case forms are used in sentences ; explain and illustrate the office of adjectives and adverbs ; write verbs in any required mood and tense, and show a reasonable acquaintance with the use of capital and italic letters, and with the subject of punctuation.

Spelling.

The applicant must exhibit a familiarity with the general rules of spelling, and be able to spell correctly seventy out of one hundred words in common, every-day use.

Reading.

The applicant must be able to read in a clear and distinct manner, pronounce words correctly, and show a knowledge of emphasis, inflection, etc.

Miscellaneous.

Those applying for admission to the advanced classes will be required to pass an examination in the studies of the preceding classes, and particularly in the methods of teaching the subjects which have been studied by those classes.

Applicants who can present a Regents' Preliminary Certificate will be admitted without examination. Those who have a Regents' Intermediate Certificate, will be admitted to the Senior First Class without examination.

Candidates for admission to the lowest class must, if females, be not less than sixteen years of age; and if males, not less than eighteen; and if applying for admission to an advanced class, must be of a proportionately greater age. In all cases decided maturity of mind is indispensable. None will be admitted after the commencement of a term, except for weighty reasons.

VI. COURSE OF STUDY.

Junior Class—First Term. Arithmetic, English Grammar, Geography, Map Drawing, Penmanship, Physiology, Algebra, Didactics.

Junior Class—Second Term. Algebra continued, Higher Arithmetic, Elocution, Rhetoric, English Grammar, Botany, Natural Philosophy, History of the United States, Didactics.

Senior Class—First Term. Geometry, Natural Philosophy, Ethics, Astronomy, History, Science of Government, Higher Algebra, Criticism, Free-Hand and Industrial Drawing, Didactics.

Senior Class—Second Term. English Literature, Mental Philosophy, Trigonometry and Surveying, Chemistry, Geology, Book-Keeping, Political Economy, Evidences of Christianity, Natural History, Comparative Anatomy, Practical use of the Microscope, Didactics, Teaching in Model School.

Composition, Elocution and Vocal Music receive prominent attention throughout the course.

The course of instruction and practice occupies two years. The year is divided into two terms of twenty weeks each. The time required to complete the course will depend on the attainments, habits and talents of the pupil. It ought never to exceed four terms or two years. The students are divided into four classes; these are sub-divided into as many sections as circumstances may require.

Students are drilled in all the branches which they will be called to teach, and in such other studies as experience has shown to be best adapted to discipline and develop the mind. Persons cannot be made teachers by merely being told how to teach. They must themselves be taught in the right manner. They must themselves form the mental habits which it is their duty to aid others in forming. They must teach.

Every member of the faculty of the normal school is expected to be by example and by precept, in every recitation, a teacher of Didactics; every student is expected to recite as he should require a pupil to recite. Instruction in the art of teaching is thus given every recitation, in every department. Special attention is given to the study of the human mind as the object and instrument of education.

Besides receiving in this way instruction in the art of teaching, the students are at the proper stage of their progress required to teach in the model school one or more hours a day for twenty weeks, under the supervision of the superintendent. While teaching, they are required, day by day, to submit a scheme of the next day's lesson and the method they propose to adopt in presenting it to the pupils. This scheme is criticised by the superintendent and modified as may be advisable. The best thought and ingenuity of the normal students are called out and exercised in the actual work of teaching, and faulty methods are eliminated. They also, under direction, visit other Albany schools and submit written statements of what they see and learn. Leaving the normal school, the student will enter upon professional duties with a confidence born of experience and practice. The superintendent frequently meets those practicing in the model school and encourages them to present original plans and schemes which are criticised by their fellows, by the superintendent and by the president. From eight till nine A. M. the graduating class assist the pupils of the model school, and thus learn to inspire and interest them.

Particular attention is paid to the studies of the first term junior, as these are the ones usually taught in district schools. Many attend during that term and then leave and teach for a time, and thus procure the means for returning and completing the course.

New School Building.

The executive committee made an application to the Legislature in 1883, for a small appropriation to make repairs upon the present school building. The finance committee of the Senate having this application under consideration deemed it wise to make an examination of the building before making the appropriation. Two of their number personally inspected the building and became convinced that it was entirely unfit for the purposes of the school, and that it was in such a condition as to raise serious doubts as to its safety. At their suggestion an examination of the building was made by

s, who found that by the settlement of the foundations, both east and west walls of the building were materially inclined from perpendicular, the farther not less than four inches, and the seven inches. The facts thus gathered convinced the Senate committee that it was a needless waste of the money of the State to make repairs on the old building. Instead of this they recommended an appropriation for the erection of a new building. A bill for this purpose was promptly passed by both houses and became law.

By this bill the executive committee are authorized on the part of their plans by the Comptroller to purchase a suitable lot and erect a building. They are also authorized to sell the old site and building and use the proceeds in the execution of their plans; the law appropriating \$125,000, together with the proceeds of the sale of the old site and building, for the purpose.

In pursuance of this plan the committee have purchased a site for a new building on Willett street, fronting upon Washington street and have procured the preparation of plans which have been approved by the Comptroller. Contracts for the entire work have been let, and work has been begun. It is expected that the building will be complete and ready for occupation by the winter or spring of 1885. It is believed by the committee that plans of great excellence and economy have been secured for this building, and that when finished it will be in every way suited for the purpose of the normal home of the normal school. It is a matter of some sensibility, but more a matter of economy, that arrangements have been made for the use of the materials of the old Capitol in constructing the new building.

Financial Statement.

The executive committee desire to renew in this report the statement that the appropriation of \$18,000 annually made by the Legislature is inadequate for the proper support of the school. The committee have not, it is true, allowed the expenses of the school to exceed the means at their command. They have in no case incurred obligations which they could not with these means expect to discharge.

This, however, has been accomplished by an economy which has sacrificed the educational interest of the school. The school has not a library fit so to be called. The books of reference which it contains are antiquated and obsolete. Suitable books for students to aid them in their course of study, or to enable them to pursue a course of liberal reading are absolutely wanting. The committee have lamented this want, but have been unable to remedy it. The faculty, as at present constituted, is one fewer in number than was two years ago, when the school numbered less students than at present. The growth of the school, which in itself is one of the most encouraging features of its present condition, is, in view of its limited means for its support, a misfortune. Greater numbers of teachers, a larger corps of instructors, greater expenditures for books, for stationery and apparatus, and an enlarged scale of

expenditures in every direction. The committee have no h in claiming, in view of the larger number of students edu this school, the larger number annually graduated, the comp greater expensiveness of Albany as a place of residence of ulty and students, and the pressing want of the school to plied with books and apparatus, that the annual appropriati to be made not less than \$20,000. They earnestly urge up to whom the care of this school is by law specifically intr use their influence to have the annual appropriation thus in

The following is a statement of the receipts and expendi the fiscal year ending September 30, 1883 :

Receipts.

Balance on hand October 1, 1882	
From State Treasurer, general appropriation.....	18
From State Treasurer, special appropriations.....	2
From tuition in the model school.....	2
From contingent sources.....	
Total	\$20

Expenditures.

For salaries in normal department.....	\$10
For salaries in the model school.....	
For salary of janitor	
For fuel, light and water.....	
For repairs of buildings	
For apparatus and chemicals.....	
For books and stationery.....	
For mileage of students.....	
For contingent expenses.....	
For new building (to be refunded).....	
Balance on hand September 30, 1883.....	
Total	\$20

Respectfully submitted,

WILLIAM B. RUGGLES,
Superintendent of Public Instruction, Chan

DAVID MURRAY,
ST. CLAIR McKELWAY,
ANDREW S. DRAPER,
ROBERT L. FRYER,

Executive Com

ALBANY, December 31, 1883.

(N.)

SEVENTEENTH ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BROCKPORT.

DR. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — The local board of the State Normal and Training School Brockport, hereby respectfully submit their annual report for the year ending December 31, 1883.

I. BUILDINGS AND GROUNDS.

The buildings generally are in good repair. Of the amount appropriated by the last Legislature for steam heating and increased water supply, the sum of \$746.38 has been expended during the year ending September 30, 1883, the items of which are hereinafter given, and the further sum of \$1,611.56 since the expiration of the fiscal year, the items of which will appear in the next year's report.

II. VALUATION.

The board make no changes from last year's report, viz. :

Buildings and lot.....	\$140,000 00
Furniture.....	5,000 00
Library and apparatus.....	11,000 00
	<hr/>
	\$156,000 00
	<hr/>

III. SUMMARY OF RECEIPTS AND EXPENDITURES.

Receipts.

Amount received from State Treasurer.....	\$18,461 05
Amount received from Comptroller.....	746 38
Amount received from Academic tuition.....	2,547 25
Amount received from coal sold.....	95 00
Amount on hand October 1, 1882.....	1,040 88
	<hr/>
Total	\$22,890 56
	<hr/>

Disbursements.

Amount paid for salaries, Normal School.....	\$14,500 00
Amount paid for salaries, Academic.....	1,850 00
Amount paid for library, text-books and apparatus...	444 06

Amount paid for repairs and improvements.....	\$2,388
Amount paid for incidentals.....	3,187
Amount on hand September 30, 1883.....	570
Total	<u>\$22,890</u>

IV. *DETAILED STATEMENT of Expenditures for the year ending September 30, 1883, of which the foregoing is a summary:*

1. Amount paid for Teachers and Janitor, viz.:

Normal.

C. D. McLean, Principal.....	\$2,500
W. H. Lennon.....	1,600
H. G. Burlingame.....	1,400
J. F. Forbes.....	1,400
R. Simpson, Jr.....	400
Miss Mary P. Rhodes.....	1,200
Miss O. M. Chriswell.....	700
Miss J. E. Lowery.....	700
Miss M. J. Thompson.....	700
Mrs. M. A. Cady.....	700
Miss A. E. Braman.....	700
Miss S. M. Efner.....	600
Miss E. Richmond.....	600
Miss Mary O. White.....	500
Miss F. C. Barnett.....	300
F. G. Merritt.....	500
Total	<u>\$14,500</u>

Academic.

R. Simpson, jr.....	\$1,000
Miss F. C. Willsea.....	600
F. G. Merritt.....	250
Total	<u>\$1,850</u>

2. Amount paid for library, text-books and apparatus:

1882.

October 16. C. Scribner's Sons, encyclopedia.....	\$7
October 16. Holmes Merton, charts of life.....	10
October 16. John F. White, bookbinding.....	81
October 16. J. A. Tozier, text-books and chemicals.....	98
November 14. E. Steiger & Co., text-books.....	13
November 14. E. B. Benjamin, apparatus.....	9
December 14. J. A. Tozier, text-books.....	100

3.	5. J. A. Tozier, text-books.....	\$17 62
	5. W. C. Bailey, maps.....	8 00
	15. J. A. Tozier, text-books and chemicals,	59 40
	15. J. A. Tozier, text-books and chemicals,	13 35
	15. E. S. Ritchie & Co., apparatus.....	17 75
er 17.	Charles Scribner's Sons, encyclopedia,	7 00
1.	.....	<u>\$444 06</u>

ount paid for repairs, etc. :

3.	16. Jared Maxon, plastering.....	\$120 75
	16. Howe & Rogers, sweeper.....	4 00
	16. J. Maxon & Son, mason work	43 50
	16. A. S. Lewis, kalsomining.....	144 25
	16. Daniel Paine, furniture and repairs ..	20 57
	16. William Welch, cement.....	18 75
	16. C. H. Jenner, plumbing	7 50
	16. E. N. Maxon, mason work.....	52 50
	16. Stephen Cooper, labor.....	14 88
er 20.	W. Tewkesbury, mason work.....	63 00
er 20.	S. W. Pratt, labor.....	21 23
er 20.	McConnell & Jones, cement.....	31 50
er 20.	Seymour Peters, labor.....	12 00
er 20.	Charles Ashworth, labor.....	9 00
er 20.	Fred. Meinhardt, labor.....	6 00
er 20.	John Poloch, labor.....	6 75
er 20.	Christian Schaub, labor.....	5 63
er 20.	James Pierce, labor.....	4 50
er 20.	Henry Root, sand.....	3 75
er 20.	John Wirsch, labor... ..	3 00
er 20.	James Mufford, cartage	1 00
er 20.	John F. Smith, cartage.....	1 00
er 14.	A. T. Wells, hardware.....	43 24
er 14.	M. O. Randall, labor....	6 00
er 14.	S. W. Pratt, labor.....	22 00
3.	3. J. J. Learned, use of tackles.....	2 50
	20. Ralph G. Ward, tinning.....	9 86
	20. J. E. Whitney, oil cloth.....	1 50
	15. E. S. Goff, labor.....	5 00
	15. Charles Fordham, labor.....	9 75
	15. W. Fordham, labor	9 75
	15. S. W. Pratt, labor.....	6 50
	15. William Bradford, labor.....	10 75
	15. W. Tewksbury, labor.....	10 00
	15. L. T. Underhill, lumber.....	20 28

1883.

March	15.	L. Gordon & Son, blinds.....	\$45
March	15.	D. Richards, labor.....	11
May	15.	Whiteside, Barnett & Co., hardware..	1
May	15.	Henry Harrington, cleaning vaults...	25
September	12.	Samuel Sloan, labor.....	1
September	12.	H. J. Osgood, labor.....	4
September	12.	E. N. Maxon, labor.....	9
September	12.	Jared Maxon, labor.....	9
September	12.	Henry Deyo, labor.....	1
September	12.	F. F. Capen, flagging.....	1
September	12.	Henry Stephens, labor.....	25
September	12.	E. A. Chadwick, labor.....	1
September	12.	Charles Ashworth, labor.....	1
September	12.	E. L. Bascom, labor.....	1

Amount paid for special appropriation, viz.:

September	19.	J. & E. M. Caswell.....	65
September	19.	George Doyle.....	3
September	19.	John Doyle.....	5

Amount paid from Academic tuition moneys, viz.:

January	20.	E. H. Cook & Co., steam heating, etc,	73
July	7.	F. G. Merritt, corduroy.....	4
July	7.	John Doyle, labor.....	1

Total	\$2, 388
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4. Amount paid for incidentals, viz. :

1882.

October	16.	Hammond & Campbell, printing.....	\$25
October	16.	M. E. Baker, postage and telegraphing,	31
October	16.	Brockport Gas Co., gas from June 1 to August 1.....	25
October	16.	J. A. Tozier, stationery.....	4
October	16.	N. Tooley, coal.....	90
November	20.	Brockport Gas Co., gas Oct. 1 to Nov. 1	84
November	20.	S. W. Allen, trucking.....	23
December	14.	Ketcham & Patten, stationery.....	19
December	14.	E. R. Andrews, stationery.....	20
December	14.	American Express Co., express.....	8

1883.

January	20.	Bell Telephone Co., Oct. 1 to Feb. 1.	12
January	20.	Brockport Gas Co., gas Nov. 1 to Dec. 1	31
January	20.	D. Holmes, postage and stationery...	5
February	15.	Ketcham & Patten, stationery.....	31
February	15.	L. T. Beach, printing.....	53
February	15.	American Express Co., express.....	1
February	15.	C. D. McLean, students' mileage....	190
February	15.	O. Schouton, sundries.....	11

13.

15. Brockport Gas Co., gas Aug. 1 to Oct. 1	\$30 90
15. Hammon & Campbell, printing.....	10 00
15. Gavit & Co., diplomas.....	5 95
15. N. Tooley, coal.....	610 50
15. Bell Telephone Co., rent.....	12 00
15. Brockport Gas Co., gas Dec. 1 to Apr. 1	226 50
12. Brockport Gas Co., gas Apr. 1 to June 1	41 40
12. American Express Co., express.....	70
12. J. A. Tozier, crayons and chemicals..	13 40
12. N. Tooley, coal.....	100 00
26. Gavit & Co., diplomas.....	11 90
per 12. S. W. Allen, cartage.....	19 15
per 12. Hammon & Campbell, printing.....	12 50
per 12. American Express Co., express.....	1 80
per 12. J. A. Tozier, stationery.....	7 50
per 12. M. E. Baker, postage.....	37 75
amt paid from academic tuition moneys, viz.:	
26. Gavit & Co., diplomas.....	9 00
7. C. D. McLean, students' mileage.....	155 82
7. E. S. Goff, insurance.....	37 50
7. C. M. Winslow, insurance.....	75 00
9. E. N. Hill, insurance.....	137 50
9. N. Tooley, coal.....	103 50
al.....	<u>\$3, 137 44</u>

V. LOCAL BOARD.

resignation of Dr. A. N. Braman, on account of inability to be meetings of the board by reason of his engaging in business at Rochester, was presented to the board on the 5th day of November, 1883, which resignation was accepted by the board. No provision has yet been made for filling the vacancy. There have been no other changes.

VI. TEACHERS AND SALARIES.

Salary of Prof. Robert Simpson, Jr., principal of the academic department, has been fixed at \$1,200 per annum, commencing October 1, 1883, payable wholly from academic tuition moneys. The salaries of Miss Sarah M. Effner, Miss Alice E. Braman and Miss Mary Cady have been each reduced \$100 per annum, and Mrs. J. H. Cottrell has been elected critic in the primary department with a salary of \$500 per annum. The aggregate of salaries is not affected by the above changes.

ATTENDANCE FROM OCTOBER 1, 1882, TO SEPTEMBER 30, 1883.

Normal.

Number registered.....	392
Attendance.....	217½

Average age:

Males.....
Females.....

Academic Department.

Whole number registered.....
Average attendance.....

Average age:

Males.....
Females.....

Intermediate Department.

Whole number registered.....
Average attendance.....

Primary Department.

Whole number registered.....
Average attendance.....

VIII. ALUMNI.

The following is a list of graduates for the past year with
of diplomas, viz.:

January 30, 1883 — Classical Course.

Helen E. Hunt, Plymouth, Chenango county.
Mary E. True, Alden, Erie county.

Advanced English Course.

Seth Cook, Bergen, Genesee county.
Anna J. Ford, Elba, Genesee county.
A. Larenda Huggins, Brockport, Monroe county.
Minnie A. Pike, West New Brighton, Richmond county.

June 25, 1883 — Classical Course.

Walter R. Betteridge, Brockport, Monroe county.
Clara J. Brown, Carlton, Orleans county.
Kate E. Buell, Batavia, Genesee county.
B. Franklin Cooley, Brockport, Monroe county.
Minnie S. Coy, Brockport, Monroe county.
Susie East, Brockport, Monroe county.
Anna E. Gardner, Brockport, Monroe county.
Mabel Hendee, West Bloomfield, Ontario county.
Helen E. Kirby, Seneca Falls, Seneca county.
Mary E. Phillips, Gloversville, Fulton county.

Advanced English Course.

Mary M. Case, Brockport, Monroe county.
Elizabeth E. Clarke, Elba, Genesee county.
Emma Smith, Brockport, Monroe county.

Elementary English Course.

Fannie L. D. Bidwell, Elmira, Chemung county.

ACADEMIC DEPARTMENT.

Classical Course.

Robert J. Oliver, Brockport, Monroe county.

English Course.

Emma T. Owens, Brockport, Monroe county.

Course Preparatory for College.

Joseph M. Allen, Brockport, Monroe county.

Walter H. Comstock, Spencerport, Monroe county.

Eva L. Perrigo, Brockport, Monroe county.

Music Course.

Kate E. Buell, Batavia, Genesee county.

Hattie Goodell, North Parma, Monroe county.

Mary A. Harrison, Brockport, Monroe county.

Jennie M. Ketcham, Brockport, Monroe county.

The following persons, viz.: Sarah A. Rogers, Emma A. Kenzie and Caroline D. Robertson, were graduated January 25, 31, and their names were omitted from the report of that year.

Number of graduates from Normal Department during the year :

Boys	3
Girls	17

Total..... 20

Whole number since the school was established :

Boys.....	82
Girls.....	222

Total..... 304

STATE OF NEW YORK, }
County of Monroe, } ss.:

Daniel Holmes, secretary of the local board, being duly sworn, says that the foregoing report is true to the best of his knowledge, information and belief.

DANIEL HOLMES, *Secretary.*

Subscribed and sworn to before me, this 10th }
day of January, 1884. }

JOHN H. KINGSBURY,
Notary Public,
in and for Monroe county.

(O.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT BUF- FALO.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — The local board of the Normal and Training School at Buffalo, submit their thirteenth annual report, as follows:

No changes have occurred in the membership of the local board, except that Mr. David Gray, secretary, has asked to be relieved from further service on account of ill health and absence from the country. The board now consists of Messrs. Root, Rochester, Clement and Cleveland, of Buffalo, and Lapp, of Clarence.

Several changes among the instructors of the school leave the faculty as follows:

Henry B. Buckham, principal, salary, \$2,500; David S. Kellicott, Physics, salary, \$1,600; Marcus A. G. Meads, Mathematics, salary, \$1,600; Mark M. Maycock, Drawing and Penmanship, salary, \$1,500; Francis W. Forbes, Greek, Latin and German, salary, \$1,500; Joseph Mischka, Music, salary, \$500; Jennie C. Coe, Methods and Head Critic, salary, \$1,200; Mary J. Harmon, Composition and Reading, salary, \$1,000; Mary Wright, Geography and History, salary, \$900; Isabella Gibson, Arithmetic and Algebra, salary, \$900; Helen L. Dunston, English Language, salary, \$700.

Teachers and assistant critics in Training School — Ada M. Keyon, first grade; Adella F. Fay, second and third grades; Annie Eggleston, fourth and fifth grades; Frank E. Oliver, sixth and seventh grades; Ellen Brown, eighth, ninth and tenth grades.

NOTES. — The teachers in the Training School are graduates of the Normal School, with the exception of the first named. The grades in this school correspond with those of the public schools of the city.

The number of Normal students in attendance during the term was *two hundred and thirty-three*, and the average daily attendance was *one hundred and fifty-one*.

The number graduated at the annual commencement in June was *nineteen*, and the number of undergraduates who taught during the part of the year in which they were absent from school was *forty-six*. The total number of graduates since the opening of the school is *two hundred and sixty-three*.

The great want of the school is a suitable boarding-house, in which students from the country may find a proper home at reasonable price. The trustees desire to use the unexpended balance of their annual appropriations — several thousand dollars — for this

propose, if the Legislature will give them authority to do so, and will add the small sum necessary. If such boarding-house could be erected on the school-grounds—for which there is ample room—board could then be furnished at actual cost. The board are content they would at once draw a larger number of students from the city and adjoining counties.

ETAILED STATEMENT of Receipts and Expenditures of the Buffalo Normal School for the year ending September 30, 1883:

RECEIPTS.

Balance on hand at last report	\$29 62
Received from the State on account of annual appropriation	17,877 71
Total.....	<u>\$17,907 33</u>

EXPENDITURES.

On account of teachers' salaries:	
B. Buckham, principal.....	\$2,500 00
S. Kellicott.....	1,600 00
A. G. Meads.....	1,600 00
M. Maycock.....	1,500 00
W. Forbes.....	1,500 00
Eph Mischka.....	500 00
Ery F. Hall.....	1,200 00
Ery J. Harmon.....	1,000 00
Ery Wright.....	900 00
Bella Gibson.....	900 00
Era L. Young.....	600 00
Ea M. Kenyon.....	150 00
Total	<u>\$13,950 00</u>

On account of janitor's wages:	
Ealter Jackman.....	\$700 00

On account of furniture:	
Lockmann, repairing.....	\$16 80

On account of apparatus:	
Dowperthwaite & Co., arithmetical charts	\$5 50

On account of fuel:	
Haskins, wood.....	\$9 00
S. Hubbell, agt., coal.....	285 50
S. Hubbell, agt., coal.....	154 50

E. S. Hubbell, agt., coal.....	\$28 68
E. S. Hubbell, agt., coal.....	528 00

Total	<u>\$1,005 68</u>
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On account of repairs:

Eagle Iron Works, bars for furnace grate	\$19 15
Henley & Stygall, steam and water pipes.....	68 05
J. W. Atwood, lumber and labor.....	14 12
J. W. Atwood, carpenter's work.....	24 48
J. Coppins & Sons, painting roof	73 00

Repairs to water-closets:

Henley & Stygall, plumbing and material, \$635 27	
F. Feyl, painting.....	13 12
J. Lock & Son, mason work.....	39 00
Wm. Jeffrey, carpenter's work	275 27
	<u>962 66</u>

Total.....	<u>\$1,161 16</u>
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On account of library:

Woodworth & Co., vol. I and II, "Political Economy,"	\$15 00
J. W. Lyon & Co., National Atlas	18 00
F. Schottin, binding	43 35
P. Paul & Bro., sundry books.....	15 40
J. A. Allen, sundry books.....	22 50
P. Paul & Bro., dictionary.....	9 00
J. H. Matteson, vol. XV, Encyclopedia Britannica...	10 00

Total	<u>\$133 25</u>
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On account of text-books:

F. Schottin, binding	\$66 00
P. Paul & Bro., sundry	7 00
Clark & Maynard, English classics	15 00
P. Paul & Bro., sundry.....	23 91
C. W. Bardeen, "Civil Government".....	10 00
D. Appleton, readers.....	6 30
P. Paul & Bro., sundry.....	18 83
H. B. Buckham, sundry books purchased	10 45
F. Schottin, binding	33 50
P. Paul & Bro., sundry	168 00

Total	<u>\$358 99</u>
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On account of contingent expenses—first quarter:

Gas Co., gas, September and October.....	\$18 40
--	---------

Quarter :

as, November and December.....	\$30 80
.. printing, \$48.44 ; stationery, \$61	109 44
Bro., stationery and sundries	16 20
brooms	3 25
ge, tuning piano.....	2 00
ller, paint.....	1 50
ell, rake and hoe	1 65
cock, slating for blackboards	2 70
as, glass for cabinet	2 70
o., paper for blackboards	2 10
in, supplies.....	5 81

\$178 15

Quarter :

ner, dusters	\$5 00
& Sons, glazing	3 75
as, January, February, March.....	38 40

\$47 15

Quarter, and to end of year :

o., diplomas	\$17 85
Stygall, steam pipes.....	8 07
.., sheet music.....	3 83
& Son, glazing.....	2 40
as, April and May.....	17 40
ian, chemicals.....	17 35
.., printing, \$40.45 ; stationery, \$40.....	80 45
the year	21 16
press charges	4 10
in, labor and supplies	6 90
um, step-ladder	2 50
ge, tuning pianos.....	4 00
ancroft, floor cloth.....	3 02
ancroft, ribbon for diplomas.....	4 80
ner, dusters	3 00
vlton, copy-slips	13 46
as, June, July, August	11 93
ge, ink.....	5 00
.., printing, \$26 ; stationery, \$20.50.....	46 50
n, housing coal, etc.....	11 61

Ackham, disbursements:

E. church commencement, \$5 ; door-	
\$2 ; gas, \$10.....	17 00

\$302 33

Expended from tuition money in hands of local board:	
Academic diplomas	\$3
Circulars of academic course.....	11
Prize medal.....	11
Total	<u>\$25</u>

RECAPITULATION.

Total receipts from all sources	<u>\$17,907</u>
Expenditures for the year:	
On account of teachers' salaries.....	\$13,950
On account of janitor's wages	700
On account of furniture	16
On account of apparatus	5
On account of fuel	1,005
On account of repairs	1,161
On account of library	492
On account of contingent expenses.....	546
Paid from tuition money	25
Balance in hands of local board.....	3
Total	<u>\$17,907</u>

ERIE COUNTY, ss.:

Francis H. Root and Thomas F. Rochester, president and acting secretary of the local board of the State Normal and Training School at Buffalo, being duly sworn, say, and each for himself says, that the foregoing detailed statement of the receipts and expenditures of the said board has been approved by the executive committee of the said board, and that he believes such statement to be correct.

FRANCIS H. ROOT, *President.*

THOMAS F. ROCHESTER, *Acting Secretary.*

Subscribed and sworn to before me, }
this 8th day of January, 1884. }

W. A. ALLEN, *Notary Public in and for Erie Co.*

All of which is respectfully submitted.

THOS. F. ROCHESTER,
Acting Secretary of Local Board.

(P.)

FTEENTH ANNUAL REPORT OF THE LOCAL BOARD
OF THE STATE NORMAL AND TRAINING SCHOOL
AT CORTLAND.

1. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

IR.—The local board of the Normal and Training School at Cortland, N. Y., submit in accordance with law their fifteenth annual report, which covers the year that ended September 30, 1883.

GENERAL REMARKS.

The school has enjoyed a year of marked prosperity. The number of normal students who entered school during the year reached . The average age of the male students was twenty years, the highest since 1880; this increase in age indicates the gain to the school in scholarship, in experience in teaching and in mental power to attain the advanced qualifications which public schools need. Model schools of practice have been made better in organization and scholarship.

CHANGE OF TEACHERS.

Miss Emily E. Cole, principal of the primary department eleven years, resigned her position at the close of the twenty-ninth term, January 24, 1883. Miss Mary Louise Roberts, principal for five years of Ward school No. 2, Binghamton, was appointed to the vacancy; her salary was fixed at \$700.

THE RANDALL CABINET.

The Randall cabinet of minerals was put in order during the summer vacation of 1883. Dr. T. B. Stowell of the faculty, assisted Prof. Chas. E. Beecher of the State Paleontological cabinet at Albany, classified and labeled the specimens. This cabinet consists now a very valuable collection for the students in school who study mineralogy and geology.

REFERENCE LIBRARY.

The department of pedagogy in the reference library was increased during the year by a large number of volumes of valuable works. The library has been supplied with twenty or thirty periodicals.

Taken all in all, the reference library is now one of the most accessible to students that exists in the normal schools of the State.

TEXT-BOOK LIBRARY.

The expenditures for text-books were unusually large during the year, owing to the increased attendance of students, and to the fact

that scarcely any repairing of books was done from February, 1881, to May, 1882.

ATTENDANCE.

Whole number registered during the year :

In the normal school.....	504
In training schools:	
Academic	42
Intermediate department	191
Primary department	251
Total	988

Average Attendance.

In normal school	275
In training schools:	
Academic	21
Intermediate department	129
Primary department	161
Total	586

Average Age.

Average age of normal students :

Of the males.....	20
Of the females	19.16
Average.....	19.58

ATTENDANCE OF NEW STUDENTS BY TERMS.

The following table shows the number of new normal students—names not appearing upon the rolls before—for each term during the history of the school :

Number term.	Year.	Males.	Females.	Total.
1.	From March 3, to July 20, 1869	28	29	57
2.	From Sept. 8, 1869, to Feb. 1, 1870.....	48	68	116
3.	From Feb. 16, to July 1, 1870.....	30	40	70
4.	From Sept. 14, 1870, to Jan. 31, 1871.....	56	84	140
5.	From Feb. 15, to June 30, 1871.....	18	22	40
6.	From Sept. 6, 1871, to Jan. 30, 1872.....	51	55	106
7.	From Feb. 14, to July 2, 1872.....	23	20	43
8.	From Sept. 4, 1872, to Jan. 28, 1873.....	26	47	73
9.	From Feb. 12, to July 1, 1873.....	26	26	52
10.	From Sept. 3, 1873, to Jan. 27, 1874.....	39	71	110
11.	From Feb. 11, to June 30, 1874.....	18	19	37
12.	From Sept. 2, 1874, to Jan. 26, 1875.....	36	62	98
13.	From Feb. 10, to June 29, 1875.....	20	24	44

Year.	Males.	Females.	Total
ept. 1, 1875, to Jan. 25, 1876.....	32	61	93
eb. 9, to June 27, 1876.....	17	19	36
ept. 6, 1876, to Jan. 30, 1877.....	36	68	104
eb. 14, to July 3, 1877.....	21	20	41
ept. 5, 1877, to Jan. 29, 1878.....	20	48	68
eb. 13, to July 2, 1878.....	15	17	32
ept. 4, 1878, to Jan. 28, 1879.....	32	49	81
eb. 12, to July 1, 1879.....	32	17	49
ept. 3, 1879, to Jan. 27, 1880.....	42	84	126
eb. 11, to June 29, 1880.....	19	33	52
ept. 1, 1880, to Jan. 18, 1881.....	36	64	100
eb. 9, to June 28, 1881.....	14	36	50
ept. 7, 1881, to Jan. 24, 1882.....	30	57	87
eb. 8, to June 27, 1882.....	15	18	33
ept. 6, 1882, to Jan. 23, 1883.....	41	111	152
eb. 14, to July 3, 1883.....	18	24	42
.....	839	1, 293	2, 132

ATTENDANCE BY THE YEAR.

wing table exhibits the history of the Cortland Normal its beginning, March 3, 1869, down to October 1, 1883, the fifteenth, or last school year. The exhibit shows mber of normal students enrolled each year, the aver- ice and the average age :

YEAR.	Number students.	Average attendance.	AVERAGE AGE.	
			Males.	Females.
1869, to October 1, 1869.	116	53	19	19
l, 1869, to October 1, 1870.....	322	123	19	19
l, 1870, to October 1, 1871.....	401	162	20	19
l, 1871, to October 1, 1872....	370	161	19	19
l, 1872, to October 1, 1873....	390	163	20	19
l, 1873, to October 1, 1874....	399	177	20	19
l, 1874, to October 1, 1875....	370	179	20	22
l, 1875, to October 1, 1876....	377	157	20	20
l, 1876, to October 1, 1877....	398	177	20	19
l, 1877, to October 1, 1878....	361	197	21	20
l, 1878, to October 1, 1879....	324	153	21	20
l, 1879, to October 1, 1880....	449	220	21	20
l, 1880, to October 1, 1881 ...	364	213	19.7	19
l, 1881, to October 1, 1882....	498	226	19.84	19.11
l, 1882, to October 1, 1883 ..	504	275	20	19.16

TEACHERS WHO HAVE BEEN CONNECTED WITH THE SCHOOL.

James H. Hoose, A. M., Ph. D., Principal, Mental Science and Philosophy of Education; began March 3, 1869.

Norman F. Wright, A. M., Latin and Greek; began March 3, 1869; closed January 30, 1877.

Thos. B. Stowell, A. M., Ph. D., Natural Science; began March 3, 1869.

Frank S. Capen, A. M., Mathematics; began March 3, 1869.

Martha Roe, Methods, and Superintendent of Training school; began March 3, 1869.

Mrs. Martha E. Couch, Modern Languages; began March 3, 1869; closed July 20, 1869.

Helen E. M. Babcock, History, Rhetoric, Geography until 1870, then Modern Languages; began March 3, 1869; closed July 2, 1872.

Marianne Bates, Vocal Music; began March 3, 1869; closed July 20, 1869.

Mrs. Lemoyne A. Hoose, Drawing; began March 3, 1869; closed July 20, 1869.

Helen K. Hubbard, Principal and Critic in the Intermediate Department; began March 3, 1869; closed July 2, 1872.

Margaret Hunter, Principal and Critic in Primary Department; began March 3, 1869; closed February 1, 1870.

Chas. A. Fowler, Assistant in Intermediate Department; began March 3, 1869; closed July 1, 1870.

Mary Morton, Drawing; began September 8, 1869; closed January 28, 1873.

Mrs. O. S. Douglass, Vocal Music; began September 8, 1869; closed October 1, 1869.

Mary F. Hall, Critic in Intermediate Department; began September 8, 1869; closed July 1, 1870.

Mrs. Helen D. Kendall, Critic in Primary Department; began September 8, 1869; closed July 1, 1870.

Mary F. Hendrick, Reading, Elocution, Gymnastics, Rhetoric, English Literature; began September 8, 1869.

Mary Marsh, Vocal Music; began October 1, 1869; closed January 28, 1872.

Mrs. Helen M. Smith, Principal and Critic in Primary Department; began February 16, 1870; closed September 14, 1870.

Amanda J. Hopkins, Critic in Intermediate Department until September 24, 1873, then Principal and Critic; began September 14, 1870; closed June 27, 1876.

Sarah M. Sutton, English Grammar and History; began September 14, 1870; closed January 27, 1874.

Mrs. Theodore Perkins, Principal and Critic in Primary Department; began September 14, 1870; closed January 31, 1871.

Mary E. Lester, Principal and Critic in Primary Department; began February 15, 1871; closed January 28, 1873.

Julia H. Willis, Critic in Primary Department; began February 1871; closed January 20, 1872.

James H. Shulta, Principal of Academic Department until September, 1877, then Department of English, Physics and Greek; began September 6, 1876; closed July 2, 1878.

Emily E. Cole, Principal and Critic of Primary Department; began February 14, 1872; closed January 24, 1883.

Mara E. Booth, Modern Languages; began September 4, 1872.

Mary A. Hubbard, Principal and Critic in Intermediate Department; began September 14, 1872; died September 24, 1873.

Helen P. Eels, Critic in Primary Department; began February 1873; closed July 1, 1873.

Mara A. Saunders, Critic in Primary Department; began September 3, 1873.

Henrietta Van Ness, Critic in Intermediate Department; began September 24, 1873; closed June 30, 1874.

F. Anzolette Drake, Vocal Music and Drawing; began September 3, 1873; closed January 19, 1874.

James M. Milne, Principal of Academic Department; first time, began September 3, 1873; closed June 27, 1876; then Latin and Greek; second time, began September 5, 1877.

Mrs. E. P. Halbert, Vocal Music and Drawing; began January 1874.

W. John Sornberger, English Grammar and Geography and Physics; first time, began September 2, 1874; closed June 27, 1876; second time, began September 4, 1878.

Elizabeth Rase, Critic in Intermediate Department until September 6, 1876, then Principal and Critic; began September 2, 1874.

Mrs. Lottie T. Corlew, Critic in Intermediate Department; began September 6, 1876; closed May 2, 1882.

Ellen J. Pearne, Critic in Intermediate Department; began September 6, 1882.

Mary L. Roberts, Principal and Critic in Primary Department; began February 14, 1883.

DETAILED STATEMENT of Receipts and Disbursements of the Local Board of the State Normal and Training School, Portland, N. Y., for the year October 1, 1882, to September 30, 1883:

RECEIPTS.

Amount on hand October 1, 1882.....	\$1,345 11	
Amount received from the State.....	24,719 63	
Amount received for tuition and rent of		
text-books.....	72 35	
	<hr/>	\$26,137 09

This sum includes \$4,125, salary unpaid for the twenty-fourth term, September 1, 1880, to January 18, 1881, and \$168.63 for incidentals unpaid for the twenty-fourth term.

DISBURSEMENTS.

Teachers' Salaries.

James H. Hoose, one and a half years...	\$3,750 00	
Thomas B. Stowell, one and a half years.	2,550 00	
Frank S. Capen	1,800 00	
James M. Milne.....	1,600 00	
Samuel J. Sornberger, one and a half years.	2,100 00	
Martha Roe.....	900 00	
Mary F. Hendrick.....	750 00	
Clara E. Booth.....	700 00	
Emily P. Halbert, one and a half years...	825 00	
Elizabeth Rase, one and a half years	1,050 00	
Ellen J. Pearne	600 00	
Emily E. Cole, one and a half years.....	1,050 00	
Sara A. Saunders, one and a half years...	1,050 00	
	<hr/>	\$18,725

Library and Apparatus.

Appleton & Co., books.....	\$40 70	
Bardeen, C. W., reference books.....	124 20	
Baker, William M., books.....	39 60	
Ditson, C. H., music books.....	45 00	
Ginn, Heath & Co., books.....	14 26	
Hoose, J. H.,	23 83	
Holt & Co., text-books.....	98 18	
Lyon & Co., atlas.....	18 00	
Mahan, A., books.....	4 00	
Stowell, C. H., minerals for cabinet.....	25 00	
Wallace, D. F., books.....	978 05	
	<hr/>	1,410

Repairs and Improvements.

Benton, H. F., lumber and labor.....	78 14	
Doubleday, J. F., labor.....	3 94	
Ireland, John, lumber.....	28 80	
Mallory, E. D., tinning roof.....	3 00	
Smith & Kingsbury, labor and supplies..	2 75	
Viele, L. G., labor.....	88 70	
	<hr/>	205

Incidentals.

Beard, R., chairs.....	\$14 40	
Brown & Maybury, supplies.....	126 57	
Brewer, E. H., sundries.....	65	
Buell, C. H., printing for 24th term.....	40 50	
Bradford, G. W., chemicals for 24th term.	24 25	
Cortland Machine Co., castings for seats..	101 51	
Carmichael & Co., school desks.....	80 15	

L. D., work on records.....	\$6 50	
Clain, N., trav. exp. and postage..	23 69	
Smith, brooms.....	6 67	
L. H., traveling expenses.....	13 44	
Co., ice.....	80	
Walrad, supplies.....	3 06	
D., coal.....	921 13	
C., repairing clocks.....	2 90	
.....	174 50	
Co., diplomas.....	38 25	
S. N., janitor.....	700 00	
L. H. D., sundries.....	7 15	
B., printing for 24th term....	5 00	
Plumb, printing for 24th term...	8 00	
H. M., supplies.....	84 15	
F. G., printing.....	154 75	
Peck, printing.....	10 70	
& Macomber, insurance.....	750 00	
A., tuning and rent of piano....	22 75	
E. D., hall rent.....	20 00	
A., piano rent for 24th term....	6 00	
& Hulburt, supplies and hardware	117 04	
ndries.....	130 81	
ndries for 24th term.....	38 13	
raph Co., supplies.....	2 50	
als and papers, paid from tuition	221 10	
Varner, hall rent.....	15 00	
fare, normal students.....	362 41	
Varner, hall rent for 24th term...	12 00	
Jennings, chemicals.....	115 26	
T. B., sundries.....	4 21	
Bros., ribbon for diplomas.....	13 70	
, D. F., sundries.....	162 70	
arsons & Co., printing circulars.	20 00	
n Bros., wire cloth.....	2 00	
& Tanner, supplies.....	50	
D. E., for 24th term.....	34 75	
	<hr/>	4,599 58
nd total.....		<hr/> \$26,137 09 <hr/>

Recapitulation.

salaries.....	\$18,725 00
and apparatus.....	1,410 82
and improvements.....	205 33
ent expenses.....	4,599 58
	<hr/>
	\$24,940 73

DISBURSEMENTS.

Teachers' Salaries.

James H. Hoose, one and a half years...	\$3, 750 00
Thomas B. Stowell, one and a half years.	2, 550 00
Frank S. Capen	1, 800 00
James M. Milne.....	1, 600 00
Samuel J. Sornberger, one and a half years.	2, 100 00
Martha Roe.....	900 00
Mary F. Hendrick.....	750 00
Clara E. Booth.....	700 00
Emily P. Halbert, one and a half years...	825 00
Elizabeth Rase, one and a half years	1, 050 00
Ellen J. Pearne	600 00
Emily E. Cole, one and a half years.....	1, 050 00
Sara A. Saunders, one and a half years...	1, 050 00
	<hr/>
	\$18, 725

Library and Apparatus.

Appleton & Co., books.....	\$40 70
Bardeen, C. W., reference books.....	124 20
Baker, William M., books.....	39 60
Ditson, C. H., music books.....	45 00
Ginn, Heath & Co., books.....	14 26
Hoose, J. H.,.....	23 83
Holt & Co., text-books.....	98 18
Lyon & Co., atlas.....	18 00
Mahan, A., books.....	4 00
Stowell, C. H., minerals for cabinet.....	25 00
Wallace, D. F., books.....	978 05
	<hr/>
	1, 410

Repairs and Improvements.

Benton, H. F., lumber and labor.....	78 14
Doubleday, J. F., labor.....	3 94
Ireland, John, lumber.....	28 80
Mallory, E. D., tinning roof.....	3 00
Smith & Kingsbury, labor and supplies..	2 75
Viele, L. G., labor.....	88 70
	<hr/>
	205

Incidentals.

Beard, R., chairs.....	\$14 40
Brown & Maybury, supplies.....	126 57
Brewer, E. H., sundries.....	65
Buell, C. H., printing for 24th term....	40 50
Bradford, G. W., chemicals for 24th term.	24 25
Cortland Machine Co., castings for seats..	101 51
Carmichael & Co., school desks.....	80 15

D., work on records.....	\$6 50
in, N., trav. exp. and postage..	23 69
Smith, brooms.....	6 67
H., traveling expenses.....	13 44
Do., ice.....	80
alrad, supplies.....	3 06
Do., coal.....	921 13
Do., repairing clocks.....	2 90
.....	174 50
o., diplomas.....	38 25
S. N., janitor.....	700 00
H. D., sundries.....	7 15
B., printing for 24th term....	5 00
Lumb, printing for 24th term...	8 00
L. M., supplies.....	84 15
G., printing.....	154 75
Peck, printing.....	10 70
Macomber, insurance.....	750 00
, tuning and rent of piano....	22 75
D., hall rent.....	20 00
, piano rent for 24th term....	6 00
Hulburt, supplies and hardware	117 04
dries.....	130 81
dries for 24th term.....	38 13
ph Co., supplies.....	2 50
s and papers, paid from tuition	221 10
.....	15 00
erner, hall rent.....	362 41
e, normal students.....	12 00
erner, hall rent for 24th term...	115 26
ennings, chemicals.....	4 21
' B., sundries.....	13 70
os., ribbon for diplomas.....	162 70
D. F., sundries.....	20 00
rsons & Co., printing circulars.	2 00
Bros., wire cloth.....	50
Tanner, supplies.....	34 75
D. E., for 24th term.....	
	<hr/>
	4, 599 58
l total.....	<hr/>
	\$26, 137 09

Recapitulation.

salaries.....	\$18, 725 00
nd apparatus.....	1, 410 82
nd improvements.....	205 33
t expenses.....	4, 599 58
	<hr/>
	\$24, 940 73

Amount on hand September 30, 1883.....	\$1, 196 36
Total.....	<u>\$26, 137 09</u>

We hereby certify that we have examined the within statement of receipts and disbursements for the State Normal and Training School at Cortland, for the year which ended September 30, 1883.

FREDERICK HYDE,
President.
NORMAN CHAMBERLAIN,
Secretary.

Subscribed and sworn to before me, }
this 18th day of December, 1883. }
MORGAN L. WEBB,
Notary Public.

(Q.)

ANNUAL REPORT OF THE LOCAL BOARD OF THE STATE NORMAL AND TRAINING SCHOOL AT FRE- DONIA.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — The local board of the State Normal and Training School at Fredonia, in accordance with the requirements of law, beg leave to submit the following report for the year ending September 30, 1883.

I. LOCAL BOARD.

No changes have been made during the year, and the board is as follows :

Hon. L. Morris, president ; Louis McKinstry, secretary ; P. Stevens, Hon. M. M. Fenner, Charles L. Mark, Alva Colburn.

II. FACULTY.

At the close of the last school year, Prof. A. F. Jenks resigned his position as teacher of ancient languages to enter the legal profession, and Theo. C. Burgess, a recent graduate of Hamilton College, was duly chosen to take his place. Later in the vacation Prof. C. A. Babcock left the school to take the position of superintendent of schools in Oil City, Pa., and S. H. Albro, of Norwich

Union School, was duly chosen to take his place. The faculty now stands as follows:

Francis B. Palmer, Ph. D., Principal, History and Philosophy of Education.

Myron T. Dana, Mathematics and German.

S. H. Albro, A. M., Natural Science.

Theodore C. Burgess, A. B., Ancient Languages.

Andrew Y. Freeman, Superintendent of Practice and Training School.

Miss Elizabeth Richardson, Methods and Essays.

Miss Ellen L. Clothier, B. L., English Language, Rhetoric and Literature.

Miss M. Blanche Blair, Drawing and Geometry.

Mrs. Z. G. Carruth, French and History.

Miss M. Antoinette Whiting, Vocal Music.

Miss Jeannie E. Kinsman, Principal of Primary Department.

Miss Nellie H. Skidmore, Critic in Intermediate Department.

Mrs. Lizzie Mathews, Critic in Primary Department.

Miss Eva Wilkins, Assistant Critic.

Miss Alida Norton, Instrumental Music.

Miss Mary A. Bemis, Kindergarten.

Mrs. Harriet G. Ely, Painting.

III. NAMES OF THE GRADUATES.

Normal Graduates.

Classical — Franklin H. Briggs, Brant; Emma L. Fox, Chautauqua.

Advanced English — Ida Foster, Fredonia; Ar Louine Swift, Fredonia.

Elementary English — Esther A. Barnetson, Belmont; Marion E. Keller, Portville; Mary A. Proctor, Portville; John C. Holmes, South New Berlin; Helen R. Parker, Fredonia; Margaret E. Sullivan, Fredonia.

Academic Graduate.

Classical — William L. McGowan, Panama.

DETAILED STATEMENT of Receipts and Expenditures at State Normal School, Fredonia, for the year ending September 30, 1883.

RECEIPTS.

Received from State Treasurer (annual appropriation)	\$18,000 00
Received from tuition in several departments.	476 00
Received from State Treasurer (special appropriation)	3,157 66
Received from other sources	10 84
Total	<u>\$21,644 50</u>

EXPENDITURES.
Teachers' Salaries.

F. B. Palmer.....	\$2,500 00
A. F. Jenks	1,500 00
M. T. Dana.....	1,500 00
C. A. Babcock	1,500 00
A. Y. Freeman	1,200 00
Miss E. Richardson.....	1,200 00
Miss M. B. Blair	800 00
Miss E. L. Clothier	800 00
Miss J. E. Kinsman.....	800 00
Mrs. L. M. Matthews	600 00
Miss Eva Wilkins	600 00
Miss N. H. Skidmore	600 00
Miss M. A. Whitney.....	300 00
Miss A. Norton	100 00
Mrs. Z. G. Carruth.....	350 00
Total	<u>\$14,350 00</u>

Library, Text-books and Apparatus.

Audit January 6 :	
F. W. Howard, books, etc.....	\$30 40
F. C. Chatsey, books etc.....	62 81
Audit April 13 :	
C. H. Ditson & Co., music books	34 20
F. W. Howard, books, etc.....	37 92
F. C. Chatsey, books.....	53 68
Total	<u>\$219 01</u>

Repairs and Improvements.

(From special appropriation.)

Audit October 6, 1882:	
Allen & Edmunds, glass, etc.	\$40 01
D. Wright & Co., lumber.....	31 09
National Gas-Light Co., new boiler, etc	443 63
T. W. Schiller, labor.....	33 75
L. S. Huntley, painting	122 38
John Cray, labor.....	43 75
George H. White, carpenter.....	82 35
J. R. Wolfers, painting.....	72 10
J. Hilton & Son, brick.....	5 10
W. Wilson, mason.....	39 87
A. Cummings, labor	9 00
J. D. Maynard, whiting, etc	5 32
D. L. Shepard, hardware	208 81

Ca
R.
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Ge
W
R.
Sel
A.

Zahm, hardware	\$90 12
ers, carpenter	102 10
atsey, wall paper, etc	59 38
loward, wall paper	82 29
September 15, 1883:	
l Gas-Light Co., changing boilers, etc	400 00
l Gas-Light Co., new radiator	200 00
isson, lime and lumber	45 00
Wilson, mason	97 28
ilton, brick	25 50
ers, carpenter	783 66
& Popple, iron columns	61 60
s, painting	73 00
al	<u>\$3, 157 66</u>

Other Expenses.

October 6, 1883:	
tevens, wood, etc	\$102 26
ving, binding books	3 25
mpson, blacksmith	13 00
& Hamilton, coal	778 04
Meldrum & Co., carpets	378 85
White, carpenter	9 00
l Gas-Light Co., gas bill	16 75
y, postage paid	11 81
on piano, W. B. Archibald	193 02
t January 5, 1883:	
lood, advertising	20 00
t January 6, 1883:	
untley, setting glass	6 25
l Gas-Light Co., gas bill	98 00
l Gas-Light Co., plumbing	24 51
& Hamilton, lumber	2 65
ayward, labor	8 25
Zahm, hardware	29 21
denhauer, stone work	28 29
mpson, blacksmith	2 50
Fenner, disbursements	10 28
tevens, wood	13 96
Wilson, mason	12 92
lfers, carpenter	2 78
almer, disbursements	53 66
Kinstry & Son, printing	73 97
White & Co., printing	68 90
Hayward, labor	14 25
ty, blacksmith	7 25

Secretary, paid postage.....	\$21 12
C. Herrmann, blacksmith.....	2 48
Audit February 1, 1883:	
J. C. Mullet, agt., insurance.....	150 00
A. Z. Madison, insurance.....	180 00
G. M. Tremaine, insurance.....	200 00
Audit April 13, 1883:	
F. B. Palmer, mileage to students.	89 15
National Gas-Light Co., gas bill.....	129 00
National Gas-Light Co., plumbing.....	27 92
Case, Zahm & Briggs, hardware.....	11 02
L. A. Barmore, repairing furniture.....	9 25
C. F. White & Co., printing.....	26 00
Fenin, Weber & Green, printing.....	4 00
George H. White, carpenter.....	37 13
George H. White, carpenter.....	22 05
W. B. Archibald, piano stool, tuning, etc.....	21 00
Fredonia Presbyterian, advertising.....	5 50
Secretary, paid postage.....	4 60
W. McKinsty & Son, printing.....	39 75
Audit July 6, 1883:	
F. B. Palmer, mileage to students.....	57 45
P. H. Stevens, wood, etc.....	60 75
W. S. Hayward, labor.....	9 00
C. S. Lewis, repairing organ.....	10 00
Gavit & Co., diplomas.....	8 65
McKinsty & Jarvis, printing.....	8 00
Patrick McDonald, janitor.....	800 00
Audit April 20, 1883:	
Paid for revenue stamps for checks.....	40
Total.....	<u>\$3,917 83</u>

RECAPITULATION.

Receipts.

As per first statement.....	<u>\$21,644 50</u>
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Expenditures.

Teachers' salaries.....	\$14,350 00
Library, text-books and apparatus.....	219 01
Repairs and improvements.....	3,157 66
All other expenses.....	3,917 83
Total.....	<u>\$21,644 50</u>

STATE OF NEW YORK, }
Chautauqua County, } ss.:

L. Morris, president, and L. McKinstry, secretary, of the local board of the State Normal and Training School at Fredonia, being duly sworn, say, and each for himself says, that the foregoing account of receipts and expenditures, on account of said school, is a correct and true statement to the best of his knowledge and belief.

L. MORRIS, *President.*

L. MCKINSTRY, *Secretary.*

Sworn to before me, this 14th }
 day of December, 1883. }

J. S. LAMBERT, *County Judge.*

Dormitory Club account for 1882-83.

Received from club.....		\$269 50
and Mr. Blodd for use of furniture for rooms.....	\$67 38	
and Mr. Blodd for use of precept's room,	10 10	
and furniture on hand.....	229 91	
and incidentals	15 39	
		<hr/> 322 78
Balance due.....		<hr/> \$53 28

CHAUTAUQUA COUNTY, ss.:

Francis B. Palmer, being duly sworn, says, that he is principal of the State Normal and Training School in Fredonia, and that the foregoing account of the disbursements, on account of the Normal School Ladies' Boarding Club, is true according to his best knowledge and belief.

FRANCIS B. PALMER.

Sworn to before me, }
 November 27, 1883. }

E. F. WARREN, *Notary Public.*

(R.)

TWELFTH ANNUAL REPORT OF THE LOCAL BOARD
 OF THE STATE NORMAL AND TRAINING SCHOOL
 AT GENESEO.

BY WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — The local board of the State Normal and Training School at Geneseo, in accordance with the requirements of law, herewith submits its twelfth annual report.

ATTENDANCE.

The number of students enrolled in the various departments of the school from October 1, 1882, to September 30, 1883, was as follows:

Normal department	458
Academic department	162
School of Practice { Intermediate department	187
Primary department	145
Total	952

GRADUATES.

The whole number of persons who have graduated from the school is as follows:

Males	64
Females	166
Total	230

The number of graduates during the year was:

Males	7
Females	19
Total	26

UNDERGRADUATES.

A large number of students who have not completed any course of instruction, taught in the public schools during the year. It is impossible to determine the precise number of such, but we feel confident that at least *one hundred and fifteen* taught a portion of the year.

GRADUATES OF 1883.

Name.	P. O. Address.	County.
Adams, Helen	Marathon	Cortland.
Barton, Carrie E.	Youngstown	Niagara.
Barker, S. Inelle	Nunda	Livingston.
Bennett, Charles B.	Nunda	Livingston.
Briggs, Ada R.	Mt. Morris	Livingston.
Brownell, Carrie P.	Buffalo	Erie.
Carlin, Mary A.	Caledonia	Livingston.
Conner, John F.	Le Roy	Genesee.
Clark, Elizabeth R.	Lakeville	Livingston.
Davis, Nellie J.	Rochester	Monroe.
Dodge, Frances E.	Tuscarora	Livingston.
Dowding, Harriet	East Bloomfield.	Ontario.
Fielder, Fred. A.	Genesee	Livingston.

16.	P. O. Address.	County.
McC, Ellen J.	Geneseo	Livingston.
McLine, Jenny	Canandaigua	Ontario.
McN, Walter W	North Cohocton...	Steuben.
McCarrie E.	Ceres.....	Allegany.
McCall, Arthur C.	Naples.....	Ontario.
McCarrie G.	Springwater.....	Livingston.
McCharles W.	Honeoyo Falls.....	Monroe.
McJames E.	Troupsburgh.....	Steuben.
McLucy A.	Moscow	Livingston.
McSeymour L.	Geneseo	Livingston.
McElizabeth P.	Hamden, Conn....	
McMary E.	Nunda	Livingston.
McFranc M.	Stannards' Corners.	Allegany.

LOCAL BOARD.

There have been no changes in the local board since the time of the last report. The following gentlemen constitute the board:

1. James Wood, president; Dr. Walter E. Lauderdale, secretary; Ephraim F. Curtiss, treasurer; Hon. Hezekiah Allen, Adonis A. Abbott, Hon. James W. Wadsworth, Col. John Rorbach, Solomon Hubbard, William A. Wadsworth.

FACULTY.

The changes in the corps of instructors during the year were as follows:

Sara F. Fletcher, who had been granted leave of absence for the year, returned to her duties; Miss Emma Buehring, who had been engaged to assist in the primary department for the year, did not return because her services were not needed; Miss Jennie C. McCarrie resigned her position as teacher of Mathematics and History, and Mrs. Emeline S. Curtiss, was elected to fill the vacancy.

The following is a list of the present instructors and their departments:

William J. Milne, Ph. D., LL. D., Didactics and Moral Philosophy.

Benjamin A. Waterbury, A. M., Mathematics.

Charles M. Milne, A. M., Ancient Languages.

Albert J. Schmitz, Ph. D., Natural Sciences.

Mary Noyes Colvin, Rhetoric and Composition.

Sara F. Fletcher, Grammar and Elementary Methods.

Emeline S. Curtiss, Mathematics and History.

Mary E. Burns, Geography and Composition.

Myra P. Burdick, Critic and head teacher of Intermediate Department.

Charles Ella A. Chamberlin, Critic in Intermediate Department.

Miss Lizzie McBride, Methods and Critic in Primary Department.

Mrs. Phebe B. Minard, Critic and head teacher in Primary Department.

Mrs. Henriette Gerke, German.

Miss Mary E. Parks, Vocal Music.

Miss Maria W. Chichester, Drawing and Painting.

Mrs. Eva W. Olney, Elocution.

Mrs. J. L. Fraley, Instrumental Music.

FINANCIAL STATEMENT.

Receipts.

Amount in hands of local board October 1, 1882....	\$122 66
Amount received from State Treasurer during the year ending September 30, 1883.....	16,972 79
Amount received for tuition.....	1,850 42
Total	<u>\$18,945 87</u>

Disbursements.

Amount paid for teachers' salaries.....	\$13,800 00
Amount paid library, text-books and apparatus.....	612 39
Amount paid for repairs and improvements.....	651 55
Amount paid for other expenses.....	3,513 85
Amount in hands of local board September 30, 1883.	368 08
Total.....	<u>\$18,945 87</u>

Detailed Statement of Disbursements.

For teachers' salaries:

Wm. J. Milne.....	\$2,500 00
R. A. Waterbury.....	1,600 00
H. J. Schmitz.....	1,600 00
John M. Milne.....	1,600 00
Mary N. Colvin.....	1,000 00
Myra P. Burdick.....	800 00
Jennie C. Coe.....	600 00
Eva W. Olney.....	600 00
Lizzie McBride.....	550 00
Phebe B. Minard.....	550 00
Mary E. Burns.....	500 00
Ella A. Chamberlin.....	500 00
Emma Buehring.....	500 00
Mary E. Parks.....	300 00
Henriette Gerke.....	300 00
Maria W. Chichester.....	300 00
Total	<u>\$13,800 00</u>

text-books and apparatus:	
ement, binding books.....	\$61 77
end, chemical apparatus.....	39 76
tmore & Co. books.....	24 24
z, chemical balance and cards.....	51 00
in, clamps.....	3 00
nard, books.....	7 20
son, atlas.....	15 00
boxes.....	5 00
awsfield, eye-piece.....	4 50
vell, mineralogical specimens.....	112 00
tt, books and chemicals.....	111 61
ogers, books and chemicals.....	139 91
te & Co., books.....	11 88
& Co., books.....	20 52
e, stamp.....	5 00

\$612 39

d improvements:	
ore, lumber.....	\$20 83
oungs, hardware.....	13 96
'Neil, painting.....	15 35
hardware.....	16 29
gers, matting.....	22 40
, desks.....	370 00
, plastering.....	27 89
obe & S. S. Co., slating, etc.....	13 75
urelay, furnace grates.....	66 40
d, painting.....	3 52
slating.....	5 55
on & Co., hardware.....	45 30
rway, furniture.....	15 88
lumber.....	14 43

\$651 55

nrsements:	
janitor.....	\$800 01
e & Co., coal.....	1,383 42
l, cartage of coal.....	156 00
labor.....	1 75
r, labor.....	2 50
labor.....	13 40
plants, etc.....	28 32
, labor.....	4 20
diplomas.....	27 10
.....	526 40
& Co., sundries.....	4 08

L. W. Crossett, stationery, etc.....	\$29 05
Arthur H. Rogers, stationery, etc.....	14 48
W. W. Killip, repairing pianos, etc.....	11 00
Patrick Reagan, labor	15 45
Wm. J. Milne, traveling expenses.....	30 68
Geneseo Gas-Light Co., gas, etc.....	149 67
E. S. Redman, labor	22 00
Weed, Parsons & Co., circulars.....	20 00
James B. Harris, labor.....	29 80
W. E. Lauderdale, postage.....	3 00
F. Cudebec, labor.....	12 00
A. R. Scott, blank books, printing, advertising, etc...	181 70
Freight, express charges, etc	24 00
E. F. Curtiss, wood	9 00
A. L. Bailey, advertising.....	3 00
M. A. Hardy, ribbon.....	3 00
R. Bigelow, manure.....	3 00
C. W. Bardeen, advertising	4 20
Total.....	\$3,513 85

STATE OF NEW YORK, }
County of Livingston, } ss.:

James Wood, president of the local board, and Walter E. Lauderdale, secretary, being duly sworn, say, and each for himself says, that the foregoing report is correct according to his best knowledge and belief.

JAMES WOOD, *President.*
W. E. LAUDERDALE, *Secretary.*

Subscribed and sworn to before me, }
this 13th day of December, 1883. }
JOHN ROEBACH,
Notary Public.

(S.)

ANNUAL REPORT OF THE STATE NORMAL AND TRAINING SCHOOL AT OSWEGO.

Hon. WILLIAM B. RUGGLES,
Superintendent of Public Instruction :

SIR. — The local board of the Oswego State Normal and Training School, herewith submit their report for the year ending September 30, 1883.

OFFICERS.

STATE DEPARTMENT OF PUBLIC INSTRUCTION.

WILLIAM B. RUGGLES, *Superintendent*.*Local Board.*

rt Mollison, president; John R. Post, secretary; Daniel G. easurer; Samuel B. Johnson, Benjamin Doolittle, Theodore George B. Sloan, David Harmon, Alanson S. Page, Thomas bner C. Mattoon, Edwin Allen, John Dowdle.

changes have occurred in the local board during the past casioned by the death of John M. Barrow and Delos De to fill these vacancies Superintendent Neil Gilmour appointed Allen and John Dowdle.

Following changes have taken place in the faculty during the

N. N. Straight and Miss Sara T. Van Petten resigned their s; the former to take the position of professor of Natural in the Cook County Normal School, Illinois, at a greatly d salary; the latter to occupy the position of teacher of Sci-a preparatory school for Wellesley College, at a much more rative salary.

vacancies have been filled by the appointment of Walker G. ye as teacher of Botany, Geology, Mineralogy, Astronomy, try, Natural Philosophy and familiar sciences, and Miss t Timerson, as teacher of Linear Drawing.

Carrie Herrick also resigned her position as principal of the y School of Practice, and Mrs. Clara A. Burr was appointed he vacancy, and Miss Mary Mattison was appointed to take of the Kindergarten.

FACULTY AS AT PRESENT ORGANIZED.

ard A. Sheldon, A. M., Ph. D., Principal, Didactics.
ker G. Rappleye, B. S., teacher of Chemistry, Natural Phil-, Geology, Mineralogy, Astronomy, Botany and Familiar

: B. Poucher, A. M., Arithmetic, Algebra, and methods of g Arithmetic.

nan Krüsi, Philosophy of Education, Perspective Drawing, try, Grammar and French.

lda S. Cooper, English Language, and methods of teaching

y V. Lee, M. D., Physical Culture, Zoölogy, Physiology, and ds in Object Lessons.

y D. Sheldon, A. B., History, Literature, Rhetoric and Com-

y Davis Moore, Latin and Greek.

lia B. Myers, Vocal Music, Reading, and methods of teach- se subjects, and all rehearsals.

Sarah J. Walter, Geography, and methods of teaching the same, and Principal of the School of Practice.

Georgia Timerson, Teacher of Drawing and Assistant Critic in the School of Practice.

Emily A. Comer, Principal of Junior School of Practice.

Clara A. Burr, Principal of Primary School of Practice.

Mary Mattison, Teacher in Kindergarten.

ATTENDANCE.

Number registered in :	
Normal Department	379
School of Practice	427
Total	799

DETAILED STATEMENT of the Receipts and Disbursements of the Oswego Normal and Training School for the year ending September 30, 1883.

RECEIPTS.

Amount received from State Treasurer for the current expenses of the Oswego Normal and Training School	\$18, 000 00
Special appropriation received from State Comptroller.	2, 580 45
Total.....	\$20, 580 45

DISBURSEMENTS.

Teachers' Wages.

E. A. Sheldon.....	\$2, 503 91
I. B. Poucher.....	1, 980 00
H. H. Straight.....	1, 760 00
H. Krüsi.....	1, 760 00
Miss M. S. Cooper.....	1, 320 00
Dr. Mary V. Lee.....	1, 200 00
Mrs. M. D. Moore.....	990 00
Miss M. D. Sheldon.....	700 00
Miss A. B. Myers.....	650 00
Miss S. T. Van Petten.....	360 00
Miss Georgia Timerson.....	220 00
Miss E. A. Comer.....	110 00
Miss S. J. Walter.....	550 00
Mrs. C. A. Burr.....	840 00
Miss O. A. Lester.....	80 00
Mrs. E. D. Straight.....	50 00
Frank G. Tice.....	20 00
George W. Fitz.....	17 50
Total.....	\$15, 111 41

Janitor's Account.

lone, services as janitor.	\$512 80
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Library Account.

ean, library supplies	\$34 75
Main, music books.....	19 13
h & Co., classical text-books.....	8 40
es & Co., "Library World".....	2 00
ns, services at library.....	20 00
don, books and charts.....	19 90
mberlain, text-books	33 92
ant, books	3 60
h & Co., books	9 60
radley, kindergarten dictionary.....	12 93
lon, historical charts	6 05
services at library.....	17 00
Mifflin & Co., books	5 25
Co., books	7 20
ght, books.....	22 00
.....	\$221 73

Mileage Account.

d pupils.....	\$1, 690 04
---------------	-------------

Expense Account.

am, door lettering and tablets.....	\$7 00
& Co., kindergarten gifts.....	31 38
Co., natural history pictures.....	8 67
ams, box of pastels.....	3 82
ons & Co., printing circulars.....	20 00
deau & Co., kindergarten material	5 40
olds & Co., wood preservative.....	20 25
inter, furniture and repairs.....	55 05
Works, repairing furnaces.....	16 80
ttle, shovel and packing.....	5 90
er, paint and varnish.....	105 84
blishing Co., advertising kindergarten....	27 00
., diplomas	38 25
Gilchrist, soap and mat	7 00
mberlain, books and periodicals.....	46 90
er, framing pictures.....	15 47
press Co., advertising kindergarten.....	27 00
is, carpenter work.....	322 29
Printing Co., advertising and printing....	31 75
er, alcohol, chemicals, comb, etc.....	5 90

O. A. Lester, music metronome.....	\$5
Western Union Telegraph Co., telegraphing	3
A. G. Currey, labor	7
Arguyle Bucks, stuffed specimens.....	40
B. J. Oliphant, stationery, books and binding	47
E. A. Sheldon, expenses for school	55
E. A. Sheldon, disbursements	8
Oswego Publishing Co., printing and advertising....	12
D. L. & W. R. R. Co., coal	869
Jules Wendell & Son, repairing clock.....	1
Oliver, Peck & Co., piano rent.....	20
Oswego Gas-Light Co., gas consumed.....	137
Palladium printing Co., printing and advertising....	32
Weed, Parsons & Co., book and printing circulars...	28
C. T. Reynolds & Co., wood preservative	90
A. C. Mattoon, piano rent and flowers.....	56
R. J. Oliphant, binding and stationery.....	77
R. Gordon, oil cloth	1
D. B. Northrop, flower seeds.....	1
Eldridge Bros., roll books.....	2
Vulcan Iron Works, moulding sand.....	1
Wm. Carr., Jr., painting	43
F. M. Collins, hardware and oil	10
Jno. Burke, carting rubbish and ice.....	3
Gavit & Co., diplomas	17
Jno. Hughes, carting rubbish	6
Christie Riley, labor at normal school.....	7
R. J. Oliphant, binding and printing	79
Gardner Bros., carpenter work and material.....	15
C. A. Tanner, hardware and labor	92
Thos. Findlay, iron work	14
E. H. Barrett, shavings.....	2
M. H. Plank, smoke stack.....	15
F. W. Squires, 500 bushels charcoal.....	50
Oswego Gas-Light Co., gas consumed	26
J. C. Parsons, services at library.....	21
Lake & Bassett, masonry.....	5
Robt. Oliver, ice.....	15
E. A. Sheldon, disbursements	15
C. H. Butler, chemicals, oil, etc	3
John McCall, iron work.....	25
Vulcan Iron Works, flue cleaners	3
D. M. Mead, chemicals.....	2
E. A. Sheldon, disbursements	102
J. Hughes, team work at normal school.....	10
J. Hughes, labor at normal school.....	7
Jas. Gibbs, carpenter work, hardware and lumber ...	32
A. F. Blair, repairing roof	51
Gavit & Co., diplomas.....	31

Geo. Skinner & Co., work and material.....	\$26 20
Phase & Co., keys.....	1 75
Oswego Water Works Co., water.....	27
Total	<u>\$3,044 47</u>
Grand total.....	<u><u>\$20,580 45</u></u>

RECEIPTS AND EXPENSES OF KINDERGARTEN FROM FEBRUARY 8, 1882,
TO SEPTEMBER 30, 1883.

Receipts.

Received tuitions in children's department,	\$548 98	
Received tuitions in training department..	206 00	
	<u> </u>	\$754 98

Disbursements.

Paid for advertising	\$158 85	
Paid teacher	400 00	
Paid for materials and other expenses....	55 03	
	<u> </u>	613 88
Balance on hand.....		<u><u>\$141 10</u></u>

GILBERT MOLLISON, *President.*
J. K. POST, *Secretary.*

CITY AND COUNTY OF OSWEGO, ss. :

Before me, Chester Penfield, a notary public in and for the county of Oswego, State of New York, personally appeared Gilbert Mollison and J. K. Post, and made affidavit that the above statement is correct.

CHESTER PENFIELD,
Notary Public.

Oswego, N. Y., *December* 12, 1883.

APPENDIX.

Number of pupils registered during the year :

Males	53
Females.....	319
Total	<u><u>372</u></u>

Average age of pupils in attendance during the year :

Males.....	21
Females.....	21

Number of graduates during the year :

Males.....	3
Females.....	53
Total.....	56

Number of graduates since the school was established :

Males.....	96
Females.....	1, 006
Total.....	1, 102

GRADUATES FOR TERM ENDING JANUARY 30, 1883.

Elementary English Course.—Minnie L. Brooks, Mary B. Caulfield, Mrs. S. A. Dermot, Mary Deyo, H. Alwilda Hovey, Georgia A. King, Jessie B. Jagger, Carrie L. Lockwood, Maggie McAuliffe, Helen W. Matheson, Maggie E. Munsell, Mamie E. Peake, Minnie R. Webster.

Advanced English.—Ella A. Gerrow, Anna E. Sibbitt, Mina F. Snow.

Classic.—Mary E. Mowbray, Florence J. Parker, Margaret K. Smith.

GRADUATES FOR TERM ENDING JUNE 29, 1883.

Elementary English Course.—Harriet S. Alling, Ellen S. Anderson, Mary Arquit, Mabel E. Brooks, Harriet Burleson, Lizzie P. Cady, Emma L. Evans, Adelaide V. Finch, Lizzie J. Franklin, Lillie L. Goodier, Minerva A. Goodman, Eliza Grafftey, Minnie W. Hallock, Nellie G. Hutchinson, Jessie M. Kimball, Minnie F. Kirkland, Annie A. McIlwaine, Elizabeth A. McMillan, Frankie L. Matthews, Margaret Mullaney, Abbie L. Short, Alice V. Smith, Lizzie C. Thompson, Lilian K. Waful, Georgia A. Waring.

Advanced English Course.—Oliver R. Blanchard, Miranda A. Bodman, George Wells Fitz, Virginia Fogle, Clara R. Grow, Jeanette A. McCool, Louise H. McLean, John C. Parsons, Lucy T. Rogers, Elizabeth H. Schofield, Florence A. Weed.

Classical Course.—Amy Comstock.

GILBERT MOLLISON, *President*.
J. K. POST, *Secretary*.

(T.)

**FIFTEENTH ANNUAL REPORT OF THE LOCAL BOARD
OF THE STATE NORMAL AND TRAINING SCHOOL
AT POTSDAM.****Hon. WILLIAM B. RUGGLES,***Superintendent of Public Instruction :*

SIR. — The local board respectfully submit the following report :

I. LOCAL BOARD.

The local board remains the same as reported last year, to wit :

Henry Watkins, A. M., president; John G. McIntyre, A. M., secretary; Hon. George Z. Erwin, A. M., treasurer; Jesse Reynolds, M. D., Roswell Pettibone, A. M., Hon. John I. Gilbert, A. M., General E. A. Merritt, William A. Poste, A. M., A. G. Gaines, D. D.

II. FACULTY.

The following changes have been made in the faculty since last report :

June 26, 1883, the following resignations were presented and accepted, to wit : Prof. C. C. Townsend, Teacher of Geography and Arithmetic, Methods; Miss Elizabeth Hargrave, Principal of Intermediate Department; Miss Elizabeth Bronson, Principal of Primary Department; Miss Mand Bell, Teacher of French and German; Miss Lilian Church.

The following teachers have been engaged to fill vacancies: Edward W. Flagg, A. M., vice Prof. Townsend; Miss Anna McLowery, vice Miss Hargrave; Miss Ida Steyer, vice Miss Bell; Jane F. Butrick, vice Miss Bronson.

The members of the the present faculty and their departments of instruction are as follows: Thomas J. Morgan, A. M., D. D., Principal, Pedagogics; Amelia Morey, Preceptress, Grammar, Language Methods, Criticism; Edgar S. Shumway, A. M., Latin and Greek; Warren Maun, A. M., Natural Sciences; Mary M. Kyle, Rhetoric, English Literature, Drawing; E. W. Flagg, A. M., Geography and Arithmetic, Methods, Criticism; George C. Shutts, Mathematics; Mary L. Wood, Reading, Criticism; Ida Steyer, French and German; Henry A. Watkins, Penmanship, Grammar and Arithmetic; Phebe M. Haynes, Vocal and Instrumental Music; Mary Lord Bacon, Elocution, Methods in Reading, Criticism; Anna McLaurey, Principal of Intermediate Department; Jane F. Butrick, Principal of Primary Department and Primary Methods.

III. GRADUATES.

The following students graduated January 30, 1883:

Advanced English — Lizzie Atwater, Norfolk; Darwin Clark, Madrid; Lizzie Southwick, Mooer's Forks.

Elementary English — Ellen Gaynor, Potsdam.

The following students graduated June 25 and 26, 1883:

Classical — Jennie A. Brodie, Gouverneur; Carrie E. Benton, Natural Bridge; Minnie Bridges, Potsdam; Redmond S. Colnon, Potsdam; Clarke M. Foote, Potsdam; Minnie A. Hickey, Potsdam; D. B. Lucey, Brookdale; Adelaide Norris, Potsdam; George W. Shoemaker, Lanesboro, Pa.; Isabel C. Turner, Potsdam.

Classical Academic — Emilie V. Clarkson, Potsdam; Nellie R. Long, Norwood; N. Clark Stone, Potsdam.

Advanced English — Wm. G. Brown, Crary's Mills; Cornelius A. Barnett, Potsdam; Henry C. Curtis, Potsdam; Erwin W. McDonald, Potsdam; Emma A. Shields, Potsdam.

Elementary English — Sarah J. Close, Potsdam; Hattie A. McGruer, DeKalb Junction; Lillian Macomber, Keeseville; Amy L. Perry, Brushton; Alice G. Swift, Potsdam; Martha E. Shoemaker, Lanesboro, Pa.

English Academic — Tompkins Marshall, Redwood; Ida A. Stone, Potsdam.

IV. ATTENDANCE.

Whole number of pupils registered in each of the departments, respectively, during the year ending September 30, 1883:

Normal — Males, 112; females, 269; total, 381.

Academic — Males, 72; females, 80; total, 152.

Intermediate — Males, 53; females, 78; total, 131.

Primary — Males, 50; females, 65; total, 115.

Whole number, 779.

Thirty-six pupils have been registered in both normal and academic departments, hence thirty-six names are repeated in the total, leaving a net total registered September 30, 1883, of 743.

V. FINANCIAL STATEMENT.

Receipts.

Amount in hands of local board October 1, 1882....	\$306 20
Amount received from State during year ending September 30, 1883.....	18,962 13
Amount received for tuition in the academic department during the year.....	1,900 30
Amount received from other sources during the year	384 40
Total	<u>\$21,553 03</u>

Expenditures.

Amount paid for instruction in the several departments during the year.....	\$14,680 00
Amount paid for library, text-books and apparatus...	750 35
Amount paid for repairs and improvements on buildings and improvements on grounds.....	863 24
Amount paid for incidentals and all other expenses not enumerated above.....	4,453 41
Amount in hands of local board September 30, 1883..	806 03
Total	<u><u>\$21,553 03</u></u>

DETAILED STATEMENT OF EXPENDITURES.

Teachers' Salaries.

Thomas J. Morgan	\$2,500 00 .
Amelia Morey	1,200 00
Mary L. Wood.....	800 00
Warren Mann.....	1,400 00
Mary M. Kyle	1,000 00
Charles C. Townsend	1,200 00
Elizabeth Hargrave	800 00
Geo. C. Shutts	1,000 00
Henry A. Watkins	700 00
Lilian Church.....	450 00
Elizabeth Bronson.....	630 00
E. S. Shumway	1,400 00
Phebe M. Haynes	500 00
Maud Bell.....	700 00
Mary L. Bacon.....	400 00
Total	<u><u>\$14,680 00</u></u>

Amount paid for Library, Text-books and Apparatus.

October 12. Methodist book concern.....	\$21 00
September 19. E. Steiger & Co.....	29 25
September 14. Sheldon & Co	8 40
October 20. C. W. Bardeen.....	72 69
September 13. J. B. Lippincott & Co.....	40 20
September 23. Harper & Bros.....	13 00
September 4. Ginn, Heath & Co.....	38 60
September 22. Ivison, Blakeman, Taylor & Co.....	42 29
August 21. Clark & Maynard.....	86 85
October 13. D. Appleton & Co.....	115 02
September 11. Taintor Bros., Merrill & Co.....	36 45
November 10. W. H. Procter	7 00
September 22. Cowperthwait & Co	27 00

September 15.	A. S. Barnes & Co	\$28 62
September 13.	Chas. Scribner's Sons.....	22 80
	Noble, Kelley & Co.....	79 40
	Lee & Sheppard.....	10 00
	Oliver Diston & Co.....	14 25
April	Houghton, Mifflin & Co.....	6 34
March 21.	J. H. Seeley.....	42 28
June 26.	Ginn, Heath & Co.....	8 96
Total		<u>\$750 35</u>

Amount paid for Repairs and Improvements on Buildings and Grounds.

1882.

September 12.	John Garlick.....	\$5 53
March 28.	Peter Anstead.....	30 67
August 17.	George B. Swan.....	86 76
September 16.	H. L. Ives.	50 94
September 13.	Amos Wright.....	36 63
October 12.	C. G. Rogers.....	305 84
	Bachelder & Sons, furniture	50 77
	J. G. Cooke, matting and cord	22 88
	Ira Ransom, labor	73 56
	G. C. Rogers, labor and materials....	64 98
	H. L. Ives, labor and materials	50 63
	John Garlick, labor and materials....	50 95
	D. A. B. Bailey.....	16 20
	F. P. Mathews, labor and materials ..	16 90
Total		<u>\$863 24</u>

Amount paid for Incidentals.

September 13.	Bachelder & Sons.....	\$137 54
October 31.	Pert & Moore.....	17 35
July 12.	Weed, Parsons & Co	22 50
September 16.	H. D. Thatcher.....	88 01
June 29.	C. M. Peck.....	15 21
October 4.	J. H. Seeley	40 17
October 25.	Walling & Wood.....	68 96
November 14.	Herbert Thompson, janitor.....	162 50
November 8.	Herbert Thompson, janitor.....	2 75
November 3.	George W. Bonney.....	5 55
	Herbert Thompson, janitor.....	167 50
	Baker, Pratt & Co., erasers and crayon,	15 85
	Gavit & Co., diplomas.....	4 25
	O. E. Bonney, brooms	3 00
	Elliot Fay, printing.....	88 90
	C. H. Pierce, tuning pianos	10 00

	H. K. Baldwin, coal	\$30 44
	T. J. Morgan, return fare	110 30
{17.	Herbert Thompson, janitor	165 00
ber 18.	R. F. Welch, repairing clock	2 75
y 22.	Brookway & Sons, printing	6 00
	8. Elliot Fay, printing	18 25
	D. G. Cahoon, agent, wood	286 79
ber	F. E. Crary	42 75
y 29.	Dan Charters, carting freight	2 74
	18. C. W. Leete, supplies	10 53
	6. Walling & Wood, hardware	17 98
ry 3.	George B. Swan, lumber, etc	40 02
	2. Redway & Smith, insurance	57 37
	26. Herbert Thompson, janitor	165 00
	26. T. J. Morgan, mileage	96 19
	Thomas L. Hawley, wood	164 00
	J. B. Squire, wood	69 25
	John Shinick, wood	20 25
	J. A. Perkins, wood	45 00
	H. M. Welch, wood	41 62
	Truman Jones, wood	30 00
	D. G. Cahoon, agent, wood	371 53
	J. G. McIntyre, paid for sawing wood,	27 74
tal		<u>\$2, 671 54</u>

Amount paid from Academic Fund for Incidentals.

ber 25.	Asa L. Shipman's Sons, bookbinders ..	\$9 92
ber 16.	C. H. Pierce, music and tuning pianos.	41 20
	C. H. Pierce, clarionetts	60 00
17.	Village of Potsdam, water rates	37 50
	Paid T. J. Morgan, traveling expenses	13 10
	Paid T. J. Morgan for advertising	48 63
	Paid T. J. Morgan, reading-room exp.	65 89
	Paid T. J. Morgan for miscellan'us exp.	278 13
	Paid T. J. Morgan for books bought ..	48 72
	Paid T. J. Morgan for books rebound.	56 20
	Paid T. J. Morgan for tuition refunded.	9 60
26.	H. R. Leete, janitor town hall	10 00
26.	T. J. Morgan, expenses	95 60
26.	F. W. Moore, sundries	6 09
	1. C. H. Pierce	4 75
22.	P. S. Wescott, sundries	2 45
	9. John Garlick, labor and materials ..	3 08
32.		
ber 3.	R. S. Sumner, printing	4 00
7 29.	Cox, Herrick, Herrick & Co	1 84
25		

1882.			
March	28.	O. E. Bonney, brooms.....	\$2 40
April	10.	H. K. Baldwin, agent	7 50
February	2.	Ira Ransom, labor.....	4 60
August	2.	Water rent	50 00
December	2.	Water rent.....	37 50
December	2.	Tappan & Erwin	3 21
1883.			
January	30.	H. L. Spear, wood.....	13 75
January	30.	H. Bicknell, wood	67 50
February		Perrigo & Peck, insurance.....	344 25
February		Redway & Smith, insurance.....	57 37
February		G. S. Thompson.....	37 75
February		D. G. Cahoon, wood.....	229 92
February		T. Jones, wood.....	50 00
June	16.	H. L. Ives, labor and material.....	12 66
June	12.	J. H. Seeley, stationery	5 75
		W. H. Proctor, encyclopædia.....	7 00
June	25.	Elliot Fay, printing.....	32 82
June	29.	Gavit & Co., diplomas.....	21 25
Total			<u>\$1, 781 93</u>
Error in account.....			<u>6</u>
True total.....			<u>\$1, 781 87</u>
Amount in hands of local board September 30, 1883.			<u>806 03</u>
Grand total.....			<u><u>\$21, 553 03</u></u>

ST. LAWRENCE COUNTY, ss.:

Henry Watkins, president, and John G. McIntyre, secretary, of the local board of the State Normal and Training School at Potsdam, being duly sworn, each for himself says that he has examined the foregoing account, and believes the same to be in all respects correct and just.

HENRY WATKINS,
JOHN G. McINTYRE.

Subscribed and sworn to before me, this }
14th day of December, 1883.

GEORGE H. SWEET,
Notary Public.

(U.)

NORMAL SCHOOL CIRCULAR.

The following is substantially the common form of circular for each of the State Normal and Training Schools, located respectively at Brockport, Buffalo, Cortland, Fredonia, Geneseo, Oswego and Potsdam:

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }
SUPERINTENDENT'S OFFICE, ALBANY, *January 1, 1884.* }

To School Commissioners and City Superintendents of Schools:

Your attention is respectfully invited to the following announcement relating to the State Normal and Training School at ———.

The design of the school is to furnish competent teachers for the public schools of the State.

Each county is entitled to twice as many pupils as it has representatives in the Assembly. For the want of qualified candidates, the quotas of some counties may not be filled; while the number of eligible applicants from other counties may be greater than their quotas. Therefore, you need not limit your recommendations to any prescribed number, but encourage worthy and aspiring young men and women, who are qualified, and intend to make teaching their vocation, to attend this school.

To gain admission to the school, pupils must be at least sixteen years of age, and must possess good health, good moral character, and average abilities. They must pass a fair examination in reading, spelling, geography, and arithmetic as far as the roots, and be able to analyze and parse simple sentences.

All appointments for admission are made by the State Superintendent of Public Instruction, subject to the required examination upon the recommendation of the several school commissioners or city superintendents of schools, whose duty it is to use every reasonable means to secure the selection of suitable candidates.

It is suggested that you advertise where you will meet and examine applicants for appointment, at a time not later than fifteen days before the opening of the term. Recommendations should be made as early as practicable, and be mailed promptly to the Superintendent of Public Instruction at Albany.

FORM OF RECOMMENDATION.

To the Superintendent of Public Instruction:

.....hereby recommend.....of.....in the county of.....
aged ... years, as possessing the health, scholarship, mental ability and moral
character requisite for an appointment to the State Normal and Training School
at

School Commissioner.....District of the County of.....

[Dated.]

SPECIAL PRIVILEGES OF PUPILS.

Tuition and the use of all text-books are free. Students will be held responsible, however, for any injury or loss of books. They are advised to bring with them, for reference, any suitable books they may have. The amount of fare necessarily paid on public conveyances in coming to the school will be refunded to *those who remain a full term.*

TERMS AND VACATIONS.

The year is divided into two terms of twenty weeks each. The fall term commences on the first Wednesday in September, and the spring term on the second Wednesday in February. There will be an intermission for a week during the holidays.

All pupils should be present promptly at the opening of the term. The examination for admission and classification will commence on Wednesday, and a failure on the part of candidates to be present at that time will subject them and the teachers to the inconvenience of a private examination.

COURSES OF INSTRUCTION.

ELEMENTARY ENGLISH COURSE.

First Year.

First Term — Arithmetic, Grammar, Physical and Descriptive Geography, Vocal Music, Spelling and Impromptu Composition, Linear Drawing, Penmanship.

Second Term — Arithmetic, Grammar and Analysis (half term), Botany (half term), Composition and Rhetoric, Reading, Physiology and Zoölogy, Penmanship, Light Gymnastics.

Second Year.

First Term — Philosophy and History of Education, School Economy, Civil Government and School Law, methods of giving object lessons and of teaching the subjects of the Elementary Course, Declamations, Essays and Select Readings.

The object lessons include lessons on Objects, Form, Inventive Drawing, Size, Color, Place, Weight, Sounds, Animals, Plants, Human Body and Moral Instruction.

Second Term — Teaching in School of Practice, Essays, Select Readings or Declamations.

ADVANCED ENGLISH COURSE.

Students to be admitted to this course must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term—Algebra, Natural Philosophy, Perspective Drawing, Rhetoric, Geometry, Essays, Declamations, Select Readings, Light Gymnastics.

Second Term—Algebra, Book-keeping, Elective, Declamations, General History, Chemistry, Select Readings, Geometry, English Literature, Essays.

Second Year.

First Term—Same as the first term of the second year of the elementary English course, including Essays, Declamations, Select Readings.

Second Term—Mineralogy and Geology, Astronomy (half term), Teaching in School of Practice.

CLASSICAL COURSE.

Students, to be admitted to this course, must pass a satisfactory examination in all the studies of the first year in the elementary English course.

First Year.

First Term—Algebra, Light Gymnastics, Rhetoric, Latin, Geometry, Essays, Declamations, Select Readings.

Second Term—Algebra, Latin, General History or English Literature, Geometry, Essays, Declamations, Select Readings.

Second Year.

First Term—Latin, Astronomy (half term), Natural Philosophy, Greek or Modern Languages, Declamations, Select Readings.

Second Term—Latin, Mineralogy and Geology, Chemistry, Greek or Modern Languages, Essays, Declamations, Select Readings.

Third Year.

First Term—Same as the first term of the second year of the elementary English course, including Essays, Declamations, Select Readings; Latin, Greek or Modern Languages.

Second Term—Latin, Greek or Modern Languages, Teaching in School of Practice.

DIPLOMA.

Students who satisfactorily complete any one of the above courses will receive corresponding diplomas, which will serve as licenses to teach in the public schools of the State.

It will be seen by the preceding courses of study that students who have thoroughly mastered the subjects named in the first year of the elementary English course can in two years complete the advanced English course, or in three years the classical course.

Students possessing the requisite age and qualifications may be admitted to any class on examination; but no person can graduate from any one of the prescribed courses, without passing through the last two terms of that course.

CONCLUSION.

Allow me to urge you to use all proper means to extend information in regard to this school, that young persons who possess the requisite qualifications may be induced to participate in its benefits. Your experience must bear witness that the greatest need of the common schools is the acquisition of more teachers who are thoroughly qualified; and I confidently trust that you will give a cheerful and prompt response to this call for your official action.

WILLIAM B. RUGGLES,
Superintendent of Public Instruction.

(V.)

ACADEMIES DESIGNATED BY THE REGENTS OF THE UNIVERSITY TO INSTRUCT COMMON SCHOOL TEACHERS.

ACADEMIES DESIGNATED TO INSTRUCT TEACHERS' CLASSES DURING THE ACADEMIC YEAR 1882-83, UNDER THE PROVISIONS OF THE STATUTE.

Fall Term, 1882-83.

Addison Union School, Academic Department.
Afton Union School, Academic Department.
Alfred University, Academic Department.
Angola Union School, Academic Department.
Arcade Union School, Academic Department.
Boonville Union School, Academic Department.
Canisteo Academy.
Canton Union School, Academic Department.
Castile Union School, Academic Department.
Chamberlain Institute.
Cincinnati Academy.
Delaware Academy.
Elizabethtown Union School, Academic Department.
Forestville Free Academy.
Fort Edward Collegiate Institute.
Glens Falls Academy.
Gouverneur Wesleyan Seminary.
Griffith Institute and Union School.

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Hamburgh Union School, Academic Department.
Haverling Union School, Academic Department.
Homer Union School, Academic Department.
Hungerford Collegiate Institute.
Ives Seminary.
Jamestown Union School and Collegiate Institute.
Macedon Academy.
Massena Union School, Academic Department.
Mexico Academy.
Norwich Union School, Academic Department.
Ogdensburg Free Academy.
Owego Free Academy.
Oxford Academy.
Phoenix Union School, Academic Department.
Pike Seminary.
Pulaski Academy.
Red Creek Union Seminary.
Sandy Creek Union School, Academic Department.
Sauquoit Academy.
Sherman Academy, Moriah.
Smithville Union School, Academic Department.
Sodus Academy.
Ten Broeck Free Academy.
Union Academy of Belleville.
Walworth Academy.
Westfield Union School, Academic Department.
Whitney's Point Union School, Academic Department.

Winter Term, 1882-83.

Angola Union School, Academic Department.
Bainbridge Union School, Academic Department.
Candor Free Academy.
Castile Union School, Academic Department.
Claverack College and Hudson River Institute.
Cobleskill Union School, Academic Department.
Delaware Academy.
Delaware Literary Institute.
Franklin Academy and Union School.
Greenville Academy.
Groton Union School, Academic Department.
Holland Patent Union School, Academic Department.
Jordon Academy.
Lansingburgh Academy.
Lawrenceville Academy.
Liberty Normal Institute.
Lisle Union School, Academic Department.
Marion Collegiate Institute.
Munroe Collegiate Institute.
Naples Union School, Academic Department.

Newark Union School, Academic Department.
 Nunda Union School, Academic Department.
 Ogdensburg Academy.
 Owego Free Academy.
 Penn Yan Academy.
 Pike Seminary.
 Pompey Academy.
 Port Byron Free School and Academy.
 Pulaski Academy.
 Red Creek Union Seminary.
 Rushville Union School, Academic Department.
 Schoharie Union School, Academic Department.
 Sodus Academy.
 Unadilla Academy.
 Warsaw Union School, Academic Department.
 Waverly High School.
 Weedsport Union School, Academic Department.
 West Winfield Academy.
 Wilson Union School, Academic Department.
 Yates Union School, Academic Department.

Spring Term, 1882-83.

Albany High School.
 Alfred University, Academic Department.
 Coxsackie Union School, Academic Department.
 Flushing High School.
 Glens Falls Academy.
 Lansingburgh Academy.
 Mexico Academy.
 Schoharie Union School, Academic Department.
 Waverly High School.

(W.)

LIST OF SCHOOL COMMISSIONERS IN THE STATE OF
 NEW YORK FOR THE TERM COMMENCING JANUARY
 1, 1882.

Counties.	Dists.	Names.	Post-offices.
Albany.....	1	Samuel F. Powell.....	Coeymans.
	2	Elias Young	Reedsville.
	3	Thomas P. Heenan	West Troy.
		Charles W. Cole (City Supt). Albany.	
		A. J. Robb (City Supt.).....	Cohoes.
Allegany.....	1	George E. Ferguson.....	Short Tract.
	2	Charles W. Wasson.....	Friendship.

Counties.	Dists.	Names.	Post-offices.
Broome	1	Charles E. Fuller	Conklin Station.
	2	James L. Lusk	Union.
		M. W. Scott (City Supt.)....	Binghamton.
Cattaraugus ..	1	J. Henry Shallies	Sandusky.
	2	Joel J. Crandell	Salamanca.
Cayuga	1	Josiah Gailey	Sterling Station.
	2	Peter Sutphen	Cayuga.
		Benj. B. Snow (Sec. Bd. Ed'n)	Auburn.
Chautauqua ...	1	Charles H. Wicks	Panama.
	2	Eminons J. Swift	Forestville.
Cheimung		Charles K. Hetfield	Horseheads.
		C. B. Tompkins (City Supt.).	Elmira.
Chenango	1	Le Roy C. Hayes	Norwich.
	2	Jesse E. Bartoo	Greene.
Clinton	1	Safford S. Taylor	Morrisonville.
	2	Herbert Goodspeed	Ellenburg Centre.
Columbia	1	Amasa P. Lasher	Germantown.
	2	Isaac T. Haight	New Lebanon.
		Wm. P. Snyder (City Supt.).	Hudson.
Cortland	1	Edson Rogers	Cincinnatus.
	2	Jerome J. Woodruff	Homer.
Delaware	1	Perry L. Purdy	Downsville.
	2	R. Hume Grant	Hobart.
Dutchess	1	John F. Schlosser	Fishkill-on-Hudson.
	2	Albert P. Smith	Madalin.
		Edward Burgess (City Supt.).	Poughkeepsie.
Erie	1	John J. Lentz	Williamsville.
	2	Charles H. Ide	Eden.
	3	Gurney O. Dillingham	Lawton Station.
		James F. Crooker (City Supt.)	Buffalo.
Essex	1	Fayette L. Miller	Lewis.
	2	Chester B. McLoughlin	Port Henry.
Franklin	1	Sheldon A. Ellsworth	Burke Centre.
	2	Lauriston M. Berry	West Constable.
Fulton		David D. Crouse	Broadalbin.
Genesee		William E. Prentice	Batavia.
Greene	1	Clarence E. Bloodgood	Catskill.
	2	Lewis Litchfield	Norton Hill.
Hamilton		Silas Call	Wells.
Herkimer	1	George F. Crumby	Little Falls.
	2	J. Alonzo Goodier	Cedar Lake.
Jefferson	1	William H. Everett	Dexter.
	2	Charles E. Hawkins	Antwerp.
	3	Wareham C. Hill	Lafargeville.
Kings		Fred Seymour (City Supt.)..	Watertown.
		C. Warren Hamilton	East New York.
		Calvin Patterson (City Supt.).	Brooklyn.
Lewis	1	Royal T. Damuth	Constableville.
	2	Julian H. Myers	Lowville.

Counties.	Dists.	Names.	Post-offices.
Livingston.....	1	Foster W. Walker.....	Caledonia.
	2	Ezra N. Curtice.....	Springwater.
Madison.....	1	G. Newton White.....	Earlville.
	2	Chester J. Parker.....	Lakeport.
Monroe.....	1	N. Curtice Holt.....	Webster.
	2	Jeremiah Smith.....	Box 200, Rochester.
		S. A. Ellis (City Supt.).....	Rochester.
Montgomery..		Alonzo Geweye.....	Canajoharie.
New York....		John Jasper (City Supt.)....	New York.
Niagara.....	1	Cassius W. Gould.....	Middleport.
	2	Fred. J. Swift.....	Johnson Creek.
		George Griffith (City Supt.)..	Lockport.
Oneida.....	1	Wm. D. Biddlecome.....	Deerfield.
	2	Julius M. Button.....	Deansville.
	3	Martin W. Smith.....	Rome.
	4	Jerome F. Hilts.....	Hawkinsville.
		A. McMillan (City Supt.)...	Utica.
		J. A. Barringer (City Supt.)..	Rome.
Onondaga	1	Dudley D. N. Marvin	Baldwinsville.
	2	William W. Newman.....	South Onondaga.
	3	H. D. Nottingham	Manlius.
		Edward Smith (City Supt.)..	Syracuse.
Ontario.....	1	John H. Stephens	Clifton Springs.
	2	Gerrit S. Preston.....	Victor.
Orange.....	1	David A. Morrison	Montgomery.
	2	William H. Shaw	Port Jervis.
		John Miller (City Supt.) ...	Newburgh.
Orleans.....		Edward Posson	Medina.
Oswego.....	1	Clayton R. Parkhurst.....	Scriba.
	2	Harmon D. Nutting	Parish.
	3	Jay B. Cole	Williamstown.
		C. W. Douglass (City Supt.)	Oswego.
Otsego.....	1	Theodore L. Grout	East Springfield.
	2	Philetus P. Bentley.....	Portlandville.
Putnam.....		James A. Foshay.....	Carmel.
Queens.....	1	Charles E. Surdam	Port Washington.
	2	Edward F. Fagan	Maspeth.
		Chas. W. Gould (City Supt.)	Long Island City.
Rensselaer....	1	Edward Wait	Lansingburgh.
	2	Gardner Morey	Nassau.
		David Beattie (City Supt.)..	Troy.
Richmond....		Theodore Frean..	Stapleton.
Rockland....		Thomas W. Suffern.....	Suffern.
St. Lawrence..	1	George A. Lewis	Ogdensburg.
	2	John A. Haig.....	Madrid.
	3	Harlan S. Perrigo	Potsdam.
		Barney Whitney (City Supt.)	Ogdensburg.
Saratoga	1	William L. Hoyt	Charlton.
	2	James G. Weeden.....	Greenfield Centre

Counties.	Dists.	Names.	Post-offices.
Schenectady...		C. W. Van Santvoord.....	Schenectady.
		Samuel B. Howe (City Supt.)	Schenectady.
Moharie	1	Le Grand Van Tuyl	Gilboa.
	2	Jacob H. Mann	West Fulton.
Waukegan		Augustus C. Huff	Watkins.
DeWitt		Isaac H. Stout	Farmer Village.
Orleans	1	Edgar A. Higgins.....	Cohocton.
	2	Abner Morrill	Painted Post.
Folk	1	George H. Cleaves	Greenport.
	2	Douglas Conklin :	Huntington.
Livingston	1	Charles Barnum.....	Monticello.
	2	Melvin Hornbeck.....	Neversink.
Albany		Leonard O. Eastman.....	Owego.
Franklin	1	Amasa G. Genung	Ithaca.
	*2	Solomon L. Howe	McLean.
Hamilton	1	John H. DeWitt.....	Saugerties.
	2	Ethan Parrott	Milton.
	3	Leonard Davis	Accord.
Warren		Adam Armstrong, Jr.....	Chestertown.
Washington ..	1	Henry T. Hedges	Shushan.
	2	E. C. Whittemore	Middle Granville.
Oneida	1	Edward C. Delano	Sodus Centre.
	2	Daniel Van Cuyningham...	Macedon.
Westchester..	1	Jared Sandford	Mount Vernon
	2	Theodore B. Stephens.....	Tarrytown.
	3	Platt R. H. Sawyer.....	Bedford.
		Chas. E. Gorton (City Supt.)	Yonkers.
Montgomery	1	Irving B. Smith	Dale.
	2	Clarkson A. Hall	Gainesville.
Rockland		Harlan P. Bush.....	Branchport.

(X.)

REPORTS OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS TO THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

ALBANY COUNTY — FIRST DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In accordance with your directions, I respectfully submit the following report:

The first commissioner district of Albany county includes the towns of Bethlehem, Coeymans and New Scotland, having

* For term commencing January 1, 1884.

forty-seven school districts, forty-four of which have school-houses in this county. These schools employ forty-seven teachers. The number of children attending school some portion of the year was 2,223, being seventy-one per cent of the school population; the average length of the school term was 37.5 weeks, and the average daily attendance was 1,025.227, showing a slight increase in both the length of term and average attendance.

Of the forty-four school-houses, thirty are frame, twelve are brick, and two stone; many are excellent buildings, commodious, well ventilated and well furnished with modern furniture; nearly all are good comfortable buildings, and of the few districts in which the school-houses are really unfit for use, the inhabitants have expressed their intention of soon building new. In this respect, I think, this district will compare favorably with any of the surrounding districts.

I regret to say that in the matter of school apparatus and district libraries the people take little interest. I have frequently called the attention of trustees to this matter, and have almost invariably received the same reply, namely: "The teachers do not take care of them and the children destroy them, consequently it is of no use to buy them." I think if the teachers were held responsible for any damage done to books or apparatus, there would be no difficulty in having them taken care of.

I held public examinations in each town in the district in April and October, believing this method to be most convenient both for the teachers and for myself. I have granted, during the year, fifty-two licenses; of these, twelve were of the first grade, twenty-four of the second, and sixteen of the third grade. In several cases in which I have granted second or third grade licenses, after visiting the schools and finding that the teachers were doing good work, I have raised the grade of their license; thus the number of licenses granted is greater than the number of teachers licensed. I have uniformly refused to renew a third grade license more than once, for I hold that if, after an experience of two terms, a teacher is not qualified for a second grade license, there is little prospect of his ever making a good teacher.

The standard of qualifications seems to vary greatly in different commissioner districts; in several instances in order to conform to the standard I have adopted, I have been compelled to give licenses of a lower grade than those already held by the applicant; of course this cannot fail to give dissatisfaction. If some way might be devised by which a uniform standard were adopted throughout the State, it would be much more satisfactory to teachers and commissioners, and I think it would be better for the schools.

Two teachers' institutes have been held during the year, one at Knowersville, December 4-8, 1882, conducted by Profs. Kennedy and Lantry, and one at New Salem, September 3-7, 1883, conducted by Dr. J. H. French and Prof. C. T. Pooler. Although these institutes were not so well attended as was desired, yet they were the means of doing much good; the teachers not only received much

valuable instruction in the new and improved methods of teaching, but were inspired with new zeal for their work.

There have been nineteen graduates of the State Normal School teaching in this district during the past year, besides nine who have attended that school one or more terms. Most of them are doing excellent work; that they are generally giving satisfaction is shown by the fact that there is an increased demand for their services.

The average wages per week the past year have been for males, \$9.76; for females, \$7.05.

As a rule, I consider the schools in this district in good condition. There are some poor schools, and I see no remedy for them as long as part of the money for teachers' wages is raised directly by the district. If the people are unable or unwilling to raise money enough to induce men or women of ability to teach their schools, they must have poor schools or none. I am firmly convinced that the inhabitants of any district (at least in Albany county) can have just such a school as they are willing to pay for.

With many thanks to the Department for favors received, I am,

Yours respectfully,

S. F. POWELL,

School Commissioner.

COEYMANS, *December 20, 1883.*

ALBANY COUNTY — ALBANY CITY.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In conformity to your desire, I have the honor to submit the following report of the condition and needs of the school system of this city, based upon the experience of the year ending August 31, 1883.

The receipts and expenditures for the year were as follows:

RECEIPTS.

Cash balance on hand September 1, 1882.....	\$87, 048 37
Raised by tax.....	164, 700 00
State apportionment.....	47, 354 67
From literature fund, etc., for High School.....	2, 168 63
From non-resident pupils.....	954 71
From sale of old desks, etc.....	99 75
From high school pupils, use of books, etc.....	1, 158 95
From cash received from library fines.....	25 00
From Regents University, instruction of teachers....	250 00
From sale of old schools Nos. 3 and 5, final payment,	6, 300 00

From sale of old school No. 4.....	\$2,250 00
From sale of old school No. 2, first payment.....	565 00
From sale of old school No. 16, first payment	280 00
Total	<u>\$313,155 08</u>

EXPENDITURES.

Teachers' salaries.....	\$145,854 84
Text-books and stationery.....	2,529 20
School apparatus	82 44
Repairs and heaters.....	11,964 16
School furniture.....	582 70
Building fund	70 50
Fuel*.....	14,654 74
Janitors, cleaning school-houses, etc...	7,336 49
Miscellaneous expenses.....	735 75
Salary of superintendent and secretary..	2,500 02
Supplies	2,354 98
Printing and advertising	1,821 44
Salary of superintendent of buildings .	1,500 00
Library	819 84
Clerk hire.....	433 33
Gas, water and insurance.....	1,275 72
School-house No. 5	22,336 08
School-house No. 2	8,202 90
	<u>\$225,055 13</u>
Cash balance on hand September 1, 1883	85,742 21
Unexpended balance of money raised to build school No. 8, transferred to the trustees of the sinking fund.....	2,357 74
Total	<u>\$318,155 08</u>

COST OF TUITION PER PUPIL.

Based on teachers' salaries and registered number	\$10 49
Based on teachers' salaries and average membership	16 10
Based on total expenditure and registered number	16 17
Based on total expenditure and average membership.....	<u>24 84</u>

NEW BUILDINGS.

At the date of my last report, a new school-house intended to replace the two old buildings known as Nos. 3 and 5, was in course of construction. The structure was completed in August and was occupied on the opening of the new school year. The new house has two stories and a high basement; a frontage of fifty-six and a

* Includes supply for 1883-84, as well as that of 1882-83; both supplies having been paid for within the current year.

depth of eighty-eight feet; contains twelve school rooms and has a total seating capacity of 598, which is 102 greater than that of the two buildings replaced. Four of the rooms are provided with single desks, which are now everywhere given the preference as conducing to comfort, health and good order. The general plan of the building embraces all the improvements in lighting, heating and ventilation suggested by experience. The arrangement for lighting is considered perfect. The rooms on the second floor are arranged to open into a common central hall, provided with large sky-lights, and, by this means, the windows of the school rooms all range upon the rear and to the left hand of the pupils when seated. The plan for heating and ventilating is the same as that used in school No. 8, which was fully described in last year's report. The front elevation is somewhat ornate, is quite expressive of the purpose of the building, and forms a pleasing feature in the street architecture of our city.

The erection of another fine school-house, to take the place of Nos. 2 and 16, which have been consolidated, was begun in August, and, it is expected, will be ready for use in April next. It will be of a handsome exterior, and will be arranged and fitted in the best manner our experience can suggest. It will accommodate about 600 pupils, 100 more than the two buildings replaced.

ADDITIONAL BUILDINGS.

More room is demanded in several localities for the accommodation of pupils, especially those of the lowest primary grades. The most pressing cry for relief comes from school No. 21. As the children to be cared for in this vicinity nearly all live a long distance westward from the school, it was thought their needs would be best met at present by leasing a building somewhere on or near Water-vliet avenue, and fitting up two class rooms for temporary use. A building has been leased and fitted up accordingly. Should these rooms fill up, and still more children ask admission, the board may deem it wise to ask for a sum sufficient to buy a lot and put up a new primary school, of eight rooms, in the vicinity referred to. The leased premises suggested above will serve for about 150 pupils. This number is known to be waiting for seats, and it is claimed that there are a hundred or two more also waiting. If this proves to be so, the necessity for the erection of a new building within a year or two will be imperative.

The board has voted to sell school No. 18 and lot, and replace it by building a new house for primary scholars in the neighborhood known as Paigeville.

A new building on Orange street, somewhere between Hawk and Swan streets, to take the place of Nos. 7 and 19 — now very disadvantageously located on Canal street — and to relieve the overcrowded rooms of Nos. 6 and 23; and the rebuilding or remodeling of Nos. 1, 9 and 10, would leave no public school buildings in the city that do not conform to approved models in form and arrangement. These

improvements must be made in the near future, but, of course, will require several years for their accomplishment.

The number of our schools is now twenty-four, the consolidation of Nos. 2 and 16 and of Nos. 3 and 5, and the discontinuance of No. 4, making the number two less than it was last year. The number three (3) has been assigned to the new primary opened on Watervliet avenue. Ten of the twenty-four are primaries, eleven have both grammar and primary grades, two have grammar grades only, and one is a High school. There were two hundred and forty (240) regular teachers employed during the year, twenty-three (23) men and two hundred and seventeen (217) women; fourteen (14) are graduates of colleges, one hundred and twenty-one (121) of the Albany High School, fifty-nine (59) of the State Normal School, and forty-six (46) were educated at various academies and private schools. Ten hold State certificates, two of which were granted upon examination.

The principal statistics of attendance, etc., for the year are as follows:

Total number of seatings.....	11,840
Total number enrolled.....	13,914
Total average membership.....	9,833
Total average attendance.....	9,059
Per cent of attendance based on enrollment....	65
Per cent of attendance based on average membership....	92
Per cent of tardiness.....	4
Promotions in primary and grammar schools	*19,041
Per cent of promotions.....	95
Promoted to high school.....	297
Graduated from high school.....	76

The average attendance was 291 less than last year, owing to the prevalence of measles and other children's diseases during the winter months. Otherwise the condition of attendance was wholly satisfactory. It is believed that our schools have never done better work than during the past year. Although only 336 cases of corporal punishment were reported — a decrease of fifty per cent as compared with the previous year — the discipline of the schools was admirably sustained. Indeed, it is plain from our experience that good working order in schools is generally in inverse ratio to the number of cases of bodily punishment inflicted. Our teachers are finally realizing the truth of the principle that when the activities of children are wisely directed, when their school-work is made interesting and absorbing, as it ought always to be, the supposed difficulties of school government disappear.

The school authorities of this city are providing, with wise liberality, the best facilities for proper instruction, in the form of commodious, comfortable, well-furnished, well-lighted, and well-ventilated buildings. Within a very few years we expect to be able to

* Two promotions are made in each year.

that none of our schools fall below the best standards in these particulars. Nor are the authorities neglectful of the equally important but less tangible agents which conduce to better instruction. The teachers' training class established last year has proven already to be of great benefit in this direction. The subjoined extract from the last report to the board will fully explain the operation of this new department.

'Teachers' Training Class.'—The board and all interested in the well-being of the rising generations of this city—and who of our citizens would willingly be excluded from these?—are heartily gratulated upon the successful establishment of our teachers' training class. No such important enterprise, fraught with far-reaching influence for good, has been undertaken by the board since the founding of the high school.

It is now well recognized that a training department for the instruction of those who are to become the teachers in a system of graded schools, together with an opportunity to put the principles allocated into practice under the direct supervision of experienced teachers, is as essential to the production of skilled instructors who will be able to give a full return in services for the wages paid by the public, as is the hospital to the production of skilled physicians and surgeons. Indeed, the relation of the training school to the high and normal schools is exactly that of the hospital to the medical colleges. It molds into practical form ready for every day use, the knowledge and the principles acquired in the schools.

Who can regard a medical student fresh from the college, no matter how thorough his theoretical preparation may be, as being well-fitted to enter his family and take charge of precious lives, or who has supplemented his college course by a year or more of observation and practice in the walls of a crowded hospital? The public well understands the difference and rewards the better prepared physician accordingly. High and normal schools and colleges and universities furnish our coming teachers with full opportunities to acquire the needful literary and theoretical knowledge. The training school fits them to put their theories into practical use, so that when they are entrusted with the molding of the minds and, to some degree, the morals of our children, our future citizens and rulers, they are prepared to take immediate and intelligent charge of the high trust, and are not compelled to acquire their skill and experience at the expense of those whom they are paid to benefit, not to be benefited by.

The teachers' class was organized in October last, and continued sessions until the middle of June. The class numbered thirty-eight (38) at the outset; but, during the year, seven obtained positions as teachers, and four dropped out for various reasons, leaving twenty-seven (27) who participated in the final examinations, and who will receive licenses to teach in our schools. The class was conducted upon the general plan detailed in last year's report, though the variations, suggested by experience, were found beneficial.

An important feature of the plan is the record kept by each critic teacher, giving her estimate of the comparative value of the practice work done by the pupil teachers in her presence. Each critic marks the members of the class upon the following distinct points:

Method of Instruction; Power of Questioning; Power of Control; Manner; Voice; Language (used and accepted); Neatness (Desk, Blackboard, Person); Punctuality; Animation; Originality.

The marks are reported to the conductor of the class who enters them in a permanent record book for future reference. As these reports embody the opinions of several wholly disinterested persons they must give a quite accurate exhibit of the qualities of each member of the class. It is thought that this record, which will be accessible to officials only, will prove of special value to members of the board who may have appointments to make.

The work done during the year is more fully described in the following extract from the report of Miss Crannell, the special teacher of Methods:

"The instruction for the year has been as follows:

"1. Subject-matter in Reading and Phonics, Writing, Music, Drawing, Civil Government, School Economy and U. S. History for those members of the class who had not passed the Regents' examination in that study.

"2. Methods in Reading, Spelling, Writing, Geography, Language, Music, Drawing, History and Object Lessons.

"3. In addition to the lectures and recitations, each of the young ladies completing the course, has given lessons in her own class upon assigned subjects, and has taught several weeks in the primary department of School No. 15. The whole of this practice work was done under the supervision of the method teacher, while the work in the primary training school was also carefully observed and criticised by the regular teachers of the classes.

"In this, the first year of the training class, there have been many unavoidable difficulties in the way of complete success, yet I cannot but feel that we have every reason to be satisfied with the results attained.

"At the beginning of the year, most of the class were either indifferent or averse to the work required of them; this feeling, I am happy to report, gradually gave way to a deep and earnest sense of the importance of normal training, and the young ladies, with but few exceptions, have heartily co-operated with the teacher in every respect.

"If we have succeeded in arousing the class to a proper sense of the great responsibility of the profession, and infusing in them the enthusiasm, without which success rarely crowns any effort, as well as some knowledge of the correct principles and methods of instruction, we may rest satisfied that our work has not been in vain; that, I trust, has been accomplished.

"Experience has demonstrated that in our profession, more than any other, perhaps, theory and practice should go hand in hand.

actual teaching done by the members of the class in the primary ing school has been the important feature of the course, and which will especially conduce to future success in their chosen of labor."

my last report to the Department the subject of the abolition ie general mid-session recess was discussed at length. The wing taken from my report to the board may not be uninteresting in this connection.

The Recess Question."— "A trial of nearly two years has confirmed the belief that the disuse of the time-honored but wholly essential mid-session recess, has tended to the well-being of the pupils in their mental, moral and physical relations.

The extended discussion of this theme presented last year attracted considerable attention from the newspaper and educational press. Both favorable and unfavorable comments have been made. While unnecessary to go over the whole ground again, the positions set forth by an eminent educational writer in the columns of a prominent paper devoted to school matters, seem to demand some notice. This writer founds his whole argument against our plan upon the assumption that no mid-session recesses mean no intermissions. He admits that our shortened hours somewhat compensate for the loss of a recess, but fails to note the provisions we have made for intermissions. Ignoring the facts that we give the pupils of the third year in school, a ten-minute recess during each session; that the widest liberty of individual recesses is given, and that when succeeding school exercises, teachers are enjoined to give a breathing recess, with freedom of physical movements, besides the regular calisthenics, he argues that our plan must result in mental and physical evils. It is to be presumed that the writer had not been fully informed as to the details of our plan, for these details would answer and controvert all the objections raised in his essay. Since the mid-session recess has been abolished, with all the precautions which we have taken, the plan has met with almost universal approval. Until we can be convinced that its disuse is harmful by actual experience and not by theoretical arguments, we will not resume a practice which we know to be fraught with multifarious evils."

The work done in the department of industrial drawing has been an advance of that of previous years. At the Dixon prize competition last summer, nine of the seventy-five prizes were awarded to pupils of our schools. As many parts of the country sent drawings to this competitive exhibition (there were several hundreds in all) it may be fairly considered a national one. We, therefore, boast with just pride to the comparatively large number of awards won by Albany public school pupils. Our board takes a lively interest in this department, and no pains are spared in training our pupils to become as skilful in talking with the pencil as with the pen or pen.

We have great confidence in the future of our schools. The public sentiment of our city is on the side of public education. Directed by an intelligent and sympathetic board and sustained by the warm commendation of their fellow citizens, our teachers and our pupils are working enthusiastically and unitedly in the common cause of popular education.

Respectfully submitted,

CHAS. W. COLE,

Superintendent.

ALBANY, November 10, 1883.

BROOME COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In addition to the financial and statistical reports already forwarded, I respectfully submit the following in regard to the schools in my commissioner district :

The district comprises seven towns, viz. : Colesville, Chenango, Conklin, Fenton, Kirkwood, Sanford and Windsor. It contains 114 districts, having school-houses in this county, and six joint districts having school-houses in adjoining counties. The school population is 4,712 ; 3,973 have attended school some portion of the school year.

I have issued, during the past year, two first grade, 59 second grade and 102 third grade certificates; making a total of 163 teachers licensed ; of this number only 28 were males.

I think I can report a gradual improvement in the condition of the schools. There seems to be on the part of most teachers an increasing desire to improve the schools under their charge by seeking out and applying the best and most approved methods of teaching.

I am glad to report a larger supply of teachers than we had last year. There has been for two or three years a great scarcity of teachers, and I have been obliged, in some cases, to license incompetent persons in order to supply the schools.

The past year has been one of progress in the matter of school buildings. I stated in my report last year that the people of Windsor were considering the question of building a new academy or repairing the old one. The result of their deliberations was a nearly unanimous vote to build new ; and they have erected, at a cost of about \$7,000, an elegant, commodious and substantial brick building, well ventilated and conveniently arranged for school purposes. It was recently dedicated with interesting exercises. The two academic schools in this commissioner district (at Deposit and Windsor) now occupy new buildings that are models of comfort and convenience, and are under the charge of thoroughly competent and

successful teachers. A new school-house with two rooms has been built at Osborn Hollow, and a flourishing school with two departments is being carried on. The school-house at Port Crane has been extensively repaired and an addition built for the primary department. Several other districts have built new houses, and others contemplate building in the spring. One new district has been formed during the past year, and alterations made in the boundaries of several old districts.

The institute held last spring at Binghamton was largely attended, and the practical instruction there given has had a marked effect upon the teachers in their school work. The teachers' association has been successfully maintained and has done much in supplementing the work of the institute.

In closing, I wish to tender my thanks to the school officers; teachers and people for their uniform courtesy, and to the public press of the county for notices of educational meetings published gratuitously; also, to the boards of education at Binghamton, Deposit and Windsor, and trustees at Chenango Forks and Harpersville for the use of school buildings for examinations, associations, etc., and to the superintendent and teachers of Binghamton, and the principals of the schools at Deposit and Windsor for co-operation in educational work, also to Commissioner Lusk and the Department for favors received.

Respectfully yours,

CHARLES E. FULLER,

School Commissioner.

CONKLIN STATION, November 28, 1883.

BROOME COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with the request expressed in your circular of October 20, I submit the following report of the "condition and wants" of the schools of the second commissioner district of Broome county:

This district comprises eight towns, viz.: Barker, Binghamton, Lisle, Maine, Nanticoke, Triangle, Union and Vestal. There were, during the past year, 99 schools, employing 122 teachers for 28 weeks or more. Ninety schools employed one teacher each; Yorkshire, Port Dickinson and Maine Village, two each; Vestal, West End and Susquehanna Valley Home, three each; Lisle, Chenango Forks, and Union, four each; and Whitney's Point, five.

Number of children between five and twenty-one years,	4, 897
Number of children attending school.....	4, 383

Average daily attendance for apportionment.....	2303.306
Average number registered for each teacher.....	35.926
Average daily attendance for each teacher.....	19.737
<hr/>	
Estimated value of school property.....	\$60,835 00
Assessed valuation of property for school purposes...6,	284,479 00
Amount apportioned to districts	12,221 86
Amount raised by local taxes.....	16,862 26
Amount raised by State tax for schools.....	4,697 49
Amount of teachers' wages.....	24,548 37
Total payments exclusive of State tax.....	32,633 36

Teachers' wages average about \$5 per week in the winter and \$4 in the summer, the teachers boarding themselves.

The trustees, as a rule, were faithful and self-sacrificing in the discharge of their responsible, and yet too often thankless, official duties.

The teachers have, as a class, been earnest and progressive, attending associations and the institute, and seemed actuated not by dollars and cents merely, but by a nobler ambition, as many of them succeeded by their conscientious work and Christian lives in leading children to adopt the precepts of the Great Teacher of teachers, thus insuring for their pupils the most valuable acquisitions — culture and character.

An association was held in each town last winter, and a diploma of honor awarded to the pupil in each school having the best map-drawing of Broome county.

The schools are to take work on the map of New York State and in epistolary writing under similar regulations the coming winter. The pupil in the county, outside of the city, writing the best letter, is to receive a present of a Webster's Unabridged Dictionary, the gift of Mr. C. L. King, of this city.

An examination was held in each school on the same day throughout the entire western district aside from the association work.

Besides making two hundred and six official visits, the commissioner held eight public examinations, formed one new district, changed the boundaries of nineteen, attended twenty-two special school meetings and seventeen teachers' associations, including the State and National, and meeting of commissioners and city superintendents, and University Convocation.

But one new school-house has been built during the past year, and three repaired, against eight built and thirty-seven repaired the year before. Three districts have decided to build next spring. Ninety per cent of the school-houses are now in good condition, and many of them furnished with patent desks and plenty of blackboard. The Lisle and Whitney's Point academies are doing excellent work, furnish a large number of teachers for the country schools, and should receive more aid from the State.

The new and experimental regulations of the Regents regarding the formation of teachers' classes have much in their favor. Still they work an injustice to tax payers in these villages and to surrounding country schools, by shutting out from the benefits of these classes persons worthy to enter, though the applicants may not have "crammed" with Regents' questions to pass a certain required per cent.

It seems no more than right that boards of education with the teachers in the academies and school commissioners, should have something to say as to who shall be members of this class. It is manifestly unjust and inconsistent with the present mode of granting licenses that a few persons at Albany should by their peculiar questions practically close the doors of such classes against the bright, energetic, and common sense young men and women from the country who can remain in the academies but a few terms at best; and some of whom are better adapted to teach ordinary common schools than graduate from normal schools, high schools, or colleges.

It is hoped that the able inspector of teachers' classes, Professor Albert B. Watkins, will give a solution of this perplexing problem to the Regents before another year.

The village schools are in a prosperous condition, the teachers holding first grade licenses, State certificates, or normal school diplomas.

A large number of young teachers and persons ambitious to become such have, during the past year, gone to training schools, academies, or high schools. There has been an over demand by trustees for teachers "up with the times," and such have received fair wages.

The assessed valuation of property for school purposes in many districts is so low that trustees cannot pay wages they know teachers should receive. Questions were sent out to the districts, to get an expression of voters at the annual meeting in regard to how our schools should be supported, and a great variety of answers came back showing no general settled conviction. It is quite evident that excessive local taxation very frequently causes enmities among neighbors, greatly neutralizing much of the good that might otherwise accrue from the public fund.

The State Superintendent last year urged upon the Legislature to increase the State tax for the support of schools, and was answered by a reduction of the rate by 21-1000 of a mill. Why should this body appropriate but \$2,750,000 for the support of common schools, knowing that during the fiscal year of 1882 and 1883, \$7,986,261.31 were paid out for the wages of common school teachers? As to the justness of their action there may be a difference of opinion, but it is most evident that the reduction will increase the burden of *unequal* taxation in every district throughout the State. Of the manifold "wants," the principal one seems to be an equalization of taxes by an increase of the public money. This would do away with much of the present injustice to tax payers, and unpleasant warfare concerning district boundaries and teachers' wages.

In support of this position a few facts as gleaned from school reports last year are hereby respectfully submitted for your consideration: Taking \$4,000 as a basis, the taxes for teachers' wages in each district of one town for 28 weeks were as follows: Sixty-two cents, \$1.52, \$2.80, \$2.82, \$3.60, \$4.32, \$5.20, \$6.42, \$7.64, \$9.40, \$9.72, the extremes being 62 cents and \$9.72, or one district paying *sixteen* times the rate of another. The former district includes railroad property, the latter does not. If no aid had been received from the State, the extremes would have been \$4.32 and \$23.38, or one being 5.3 times the other.

Taking the eight towns in like manner, the taxes with the time varying, were as follows: Barker, \$9.68 for 29.54 weeks; Binghamton, \$5.44 for 34.27 weeks; Lisle, \$9.76 for 31.42 weeks; Maine, \$6.44 for 29.62 weeks; Nanticoke, \$6.60 for 30.57 weeks; Triangle, \$9.68 for 29.55 weeks; Union, \$7.00 for 31.57 weeks; Vestal, \$7.80 for 30.88 weeks. The extremes showing that the town of Barker, for less schooling, paid nearly twice the amount paid by the town of Binghamton.

If the towns had received no aid from the State the rates would have been respectively as follows: \$17.96 \$10.80, \$17.92, \$15.92, \$19.08, \$17.44, \$12.92, \$18.20. Binghamton paying \$10.80 for 34.27 weeks, and Nanticoke \$19.08 for 30.57 weeks.

The assessed valuation of the towns was \$6,108,398, while in the city of Binghamton it was \$6,208,485. The average tax paid in all the towns was \$7.87 on \$4,000 for teachers' wages, for an average term of 30.925 weeks; the city, \$11.91 for 40 weeks, or \$8.82 leaving out the high school expenses. The towns received \$11,700 from the public fund, and raised for teachers' wages \$11,816 to maintain school 30.925 weeks, showing that if the public money had been doubled, the schools might have been maintained nearly 31 weeks without local taxation. The city received \$10,786 and raised \$18,493 for teachers' wages to maintain schools 40 weeks.

If the amount received from the State had been doubled, the schools might have been maintained about 29 weeks without local taxation, showing that the present amount of public money was about half enough to support the country and city schools on an average of 30 weeks. These figures also show that the average rates of taxes paid in the city and towns for 30 weeks' schooling (leaving out the high school expenses) did not materially differ. The farther we get from the district system the more equitable the taxes.

The rates paid on \$4,000 for teachers' wages in each of five cities are as follows: Binghamton, \$11.91; Elmira, \$10.44; New York, \$6.08; Syracuse, \$7.88; Utica, \$7.92.

If the country districts had continued school 40 weeks at the low wages paid their teachers, the taxes would have been more than double those in the cities.

Ex-Superintendent Gilmour states in his annual report "that the cities taxed themselves for maintenance of their public schools more than four times the amount they received from the State; the rural

dicts raised by tax less than twice that which was apportioned them from the State's bounty."

These figures look well on paper, and an oral recital of them reads well for the cities; yet facts show that the tax for teachers' fees on \$1,000 in the city of New York for 40.4 weeks was only \$8, while in the eight towns of western Broome for less than 31 weeks it was \$7.87, and in the village of Whitney's Point \$19.19 for 60 weeks, and in Lisle \$20.50 for 37.8 weeks, while in these places the schools were economically run.

In the light of these facts and as education is a common concern and interest, the vice and crime which it is intended to prevent are hedged in by no district, town, or county lines, what sound reason can be urged why the people should bear the burdens of taxation so unequally? Can it be a greater hardship for New York to aid Binghamton than for a wealthy town in this county to aid a poorer; and in either case is the injustice greater than for one individual to be taxed for the benefit of another, especially when the person taxed has no children of his own to educate?

Judging from the foregoing it seems as though it would be right to increase the rate of State tax for schools until the public money is sufficient to support at least a majority of the country schools without local taxation for 28 weeks or more.

As stated in my last year's report "the principal 'wants' are an equalization of taxes, more competent supervision, and more efficient instruction, and how to obtain these, constitutes a very intricate problem, worthy the attention of our most sagacious business men, truly modern, practical educators, philosophers and statesmen."

In the trades and professions each person must serve an entered apprenticeship before he can pass to the degree of "fellowcraft," and to the highest, of a "master" in his calling. In our schools the reverse is far otherwise, and it seems as though it must remain thus until the State is more liberal in its support and until school supervision is divorced from politics.

Grateful to God for manifold blessings, to patrons for their generous hospitalities and many acts of kindness, to the school officers and teachers for their co-operation in school work, to my worthy colleague, Commissioner Fuller and neighboring commissioners for continued pleasant official relations, to the press for many helpful notices, and to the Department for numerous favors granted, I have the honor to subscribe myself,

Your obedient servant,

JAMES L. LUSK,

School Commissioner.

INGHAMTON, N. Y., December 7, 1883.

BROOME COUNTY — BINGHAMTON.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In compliance with your request of October 20, I submit the following brief report :

No changes have been made in our school buildings during the past year, except the completion and furnishing of a room for the accommodation of the eighth grade of the grammar school, thus providing additional accommodations for about 130 pupils. Additional facilities are very much needed for the accommodation of pupils in some parts of our rapidly growing city. The school census of October 10, 1883, shows our entire school population to be 5,654, of which 3,029 are now registered in our public schools, and, notwithstanding large numbers of children of school age are employed in the various manufactories of the city, our school buildings are crowded to an unusual extent, and a growing interest is manifested in the schools.

The whole number of teachers employed during the past year, exclusive of supply teachers, was 73. Of this number, six were males and 67 females. Most of these were teachers of experience in the schools, and had demonstrated by actual service their ability and fitness for the positions to which they were assigned. Those added to our list during the year were teachers of experience, and, as a rule, readily adapted themselves to the work. I can state that, as a whole, we have a faithful, conscientious and efficient corps of teachers, ready and willing to labor for the best interests of the pupils intrusted to their care. In this connection I would state that those having in charge the management of the schools fully realize that upon the physical condition of the child depends largely the mental training and culture that is to fit him for success in after life, and special and well-directed efforts are made to better the sanitary conditions of the schools.

Special attention is given to primary work, not only in the branches taught but in the methods and processes best intended for the proper development and mental growth of the youthful learner, and endeavor *always* to select our primary teachers from those who are cultured, refined and skillful, recognizing the fact that early impressions are the most lasting.

LIBRARY.

The report of the librarian for the year ending September 30, 1883, shows the number of books in the library to be 5,118, with an aggregate circulation of 19,533, and an average daily circulation of 74. New books are being added from time to time as the demands of the public seem to require. The library is open daily from 2 to 6 P. M., and Saturdays from 2 to 8:30 P. M.

HIGH SCHOOL.

The high school, embracing the 9th, 10th, 11th and 12th grades, is in a very flourishing condition. A change in the course of study, coinciding with the present school year, has, thus far, been attended with beneficial results, so far as the same has affected the attendance. The change consisted of introducing more scientific and less of the classical and philosophical work in the course, creating thereby a necessity for more chemical apparatus, which has, in a measure, been provided in recent and extensive additions to the laboratory.

The expenditures for the year ending July 31, 1883, are as follows:

Teachers' and superintendent's salaries.....	\$33,702 35
Purchases of library and laboratory.....	1,265 28
Construction and repairs.....	4,684 31
Furniture, fuel, janitors and miscellaneous expenses..	8,433 37
Total	<u>\$48,085 31</u>

Having thus briefly given an outline of the "conditions" of our schools, I will refer to their "wants" by quoting the words of an editorial writer of high repute: "Let me add something in favor of wise expenditures, more economical in many circumstances than retrenchments. Such, I think, are the salaries of our teachers, which, instead of being the first expenses to be cut down, ought to be the very last. We can get on without vast buildings or materials; we can wait for better times to fill our libraries or our collections, but we must have men and women whom nature, as well as training, has made teachers; we must have the heads and the hearts that are not found wherever we seek them; we must have the personal force, which is beyond all other forces, in earth as well as heaven. If every thing else were sold that we might have these things, they would not cost too dear. Economy beginning with these is not economy but wastefulness."

Respectfully submitted,

M. W. SCOTT,
Superintendent.

ALBANY, N. Y., December 1, 1883.

CAYUGA COUNTY—FIRST DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR:—In compliance with your request for a report of the conditions and wants of the schools, I respectfully submit the following list of items not included in my abstract of trustees' reports: An increased interest in school work in this district is indicated

by the following facts: On the part of teachers by a much larger attendance at the institute, and the re-organization and hearty support of the teachers' association; on the part of trustees by the many calls made by them for the best teachers, and the fact that six new school-houses have been erected, and several thoroughly repaired within the past year.

I have given ten public examinations within the year past, requiring, for third grade certificates, that each candidate for a summer term shall be at least sixteen years of age, and answer correctly three-fourths of questions proposed. For a winter term to be at least seventeen years of age, and to pass seventy-five per cent of a more advanced examination.

One of the most urgent needs of the schools is a uniformity of text-books. I think the State should control the publication of school books, either by purchasing the copyright of the best of those now existing, and contracting with some firm to publish them, or by preparing new works and endowing a State publishing house. These books might be afforded for one-half the price of those now purchased, and might reach the schools through town supervisors, allowing them a reasonable compensation for handling. By uniform books would be avoided the necessity for several classes of the same grade, the need to purchase new books on removing to another district, and the loss occasioned by the use of inferior books.

In the matter of apportionment, I think all, including library money, should be used for teachers' wages; one-half in district quotas, to encourage weak districts, and the other half for average attendance, thus doing away with the pupils' quota, falsely so-called.

The law in relation to the temporary change of district boundaries by purchase of adjoining property should be changed, and the boundaries so far as possible should be permanent.

Yours respectfully,

JOSIAH GAILEY.

School Commissioner.

STERLING STATION, *December 1, 1883.*

CAYUGA COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In accordance with your request for a report of the condition and needs of the schools of this commissioner district, I would respectfully submit the following:

This district consists of 130 schools, which engage 144 teachers; a small percentage of the districts support school *only* the legal twenty-eight weeks, and depend upon the public money for such support,

argely, in order to make taxation light; the result is cheap
ers, who do not rank among the highest, and a short school

A few schools are so small that were it not for some young
en, who will soon be of school age, I should favor annulling
stricts.

considerable repairing has been done during the year; still much
is needed for the comfort of the children. I think teachers
never scarcer in this county than now; many trustees have
ponded with me to aid them in finding teachers for the winter.
rly all cases I have been able to help them by some exertion.
k the scarcity of teachers may be accounted for, first, because
find more lucrative business out of the school room; and
l, because we have been a little more stringent in examinations,
closed the door to about one-fifth of the applicants. I begin
ik the school better not be opened at all, than to place in it a
r who possesses not fitness for the work.

seems to me that teaching, and hence the schools, would be
improved by allowing, in the normal schools, an under-gradu-
course of one year; for by that means, many would receive
t from normal work that now feel unable to endure the loss
e and the expense of taking a longer course than one year.

I should not discourage taking a full normal course, if the
r feels able to do so, I feel certain our common schools would
eited by the former course.

ositive need of the schools, as a rule, is such aptness and prepa-
on the part of teachers, that will enable them to awaken pu-
om the lethargy into which the mind has been directly led, or
d to lapse, as the result of poor teaching, and will prevent
following in the same channel. Doubtless, in its true sense,
is a comparatively small amount of *educating* done in the
s, and I am not willing to concede that our county is behind
ghbors. I mean leading the child to *investigate* for himself,
his own *thinking*.

instruction given in our institutes is making some change in
atter of rote teaching, and would aid still more were it not for
erable opposition in some localities to all methods that were
acticed upon the parents of children now in school.

te a percentage of our schools began this year to adopt the
d of commencing school in September or October, and doubtless
nore will make the change after the new school year, which will
August 21st and close August 20th. I believe said change of
ool year is considered favorable to vacation in the hot months,
more weeks of school in the year, both of which I deem
le.

I glad to find many teachers doing really good work, consid-
their helps, hence an improvement in the schools under the in-
on of such.

winter I sent printed questions in arithmetic, geography,
ar or language and spelling to the schools, to be taken as

examination on the same days, proposing to send a certificate, for encouragement to all pupils who should answer correctly a certain percentage of the questions. I am confident good results, although the certificates were not numerous. I intend to repeat the work the coming winter.

I find by reports that this district has seven private schools, eighty-seven pupils in the aggregate. One in Scipio, of four students, was omitted from the general report sent to the Department. Oakwood Seminary, an academy at Union Springs, Lake Military Academy, and Wells' College for young ladies at Aurora, are well patronized, accommodating in all about one hundred and twenty five (125) students.

Your humble servant,

P. SUTPHEN,

School Commissioner

CAYUGA, November 17, 1883.

CHEMUNG COUNTY.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In compliance with your request, the following brief report is respectfully submitted :

During the past year there were one hundred and fifteen schools under my supervision, of which three are union free schools. Nearly all of them, I regret to say, there is a great lack of blackboards and school apparatus. One new school-house has been built, and another so thoroughly repaired that it is equivalent to a new one, and several have been repaired and made comfortable. At the same time there are only six school-houses in the county but that are large enough for all practical purposes.

The trustees' reports show that there were 6,403 children of school age residing in the county, outside of the city of Elmira, on the 1st of September last; a decrease, as compared with the previous year of 148, and 405 less than in 1870; but, notwithstanding the decrease of the school population, the average daily attendance at the schools is larger than in any previous year since 1870.

The whole amount expended for school purposes during the year was \$40,457.70, an increase over the last year of \$3,200.

The Compulsory Education Law is a failure, as is shown by the fact that 1,401 children of school age do not attend school at the close of the year.

Two institutes have been held in the county during the year, one beginning March 5, conducted by Professor F. P. French and Dr. John H. French, the other beginning October 1, conducted by Dr. John H. French and Professor C. T. Barnes.

were largely attended, and all the teachers with whom I have conversed say they were greatly benefited by the instruction received. I sent circulars to every trustee in the county, requesting his attendance at the institute on the 18th of October, and the State Superintendent very kindly favored us with an address on that day, and all present agreed that they were instructed and pleased with the Superintendent's remarks; yet, I regret to say, the great majority of the trustees were conspicuous by their absence.

That many of our schools are not as successful as they ought to be, may be attributed to the following causes: Frequent change of teachers, irregularity of attendance, want of interest on the part of patrons of the schools, too long vacations.

We have a well organized teachers' association which meets six times a year, and it is, I believe, doing a good work.

I have, for many years, been of the opinion that all teachers' examinations should be uniform throughout the State, and that the questions should be prepared by the Department of Public Instruction; that each district should be obliged to maintain forty weeks school each year; that the time for vacations should be fixed by law; that the compulsory education law should be rigidly enforced by officers specially designated for that purpose, and until these things are done our schools will never show any very marked improvement.

Thanking the Department for many favors and courtesies shown me during the past year, I am,

Very respectfully yours,

CHARLES K. HETFIELD,

School Commissioner.

HORSEHEADS, November 30, 1883.

CHENANGO COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— There is not much to report from this district in addition to the information contained in my abstract of trustees' reports.

Three new houses have been recently completed and several others are undergoing repairs to an extent that will make them comparatively new. In one case only I felt obliged to condemn a house and order a new one, and in two cases have directed extensive repairs.

Three teachers' classes during the fall of '82, one last winter and then again this fall, have furnished me with better teachers for the present term than I have ever before been able to secure. The drill which these classes receive in methods adds more to their teaching power than the drill on subject-matter. I have tried to increase the attendance in these classes by making my ex-

aminations for a teacher's license consist more of methods and less of subject-matter than formerly. This suits the better teachers, but is not approved by beginning teachers and many school officers and patrons, who deem a fair knowledge of the topic all sufficient. I am encouraged by the increased number of trustees who have the past year asked me to send them good teachers and they would "make the price of their work satisfactory."

With thanks to the Department for the many official courtesies of the past year, I remain,

Yours respectfully,

J. E. BARTOO,
School Commissioner.

GREENE, November 28, 1883.

CLINTON COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I submit the following report :

Comparatively few changes have taken place in the condition of schools in this commissioner district during the past year. Most of the changes made, however, may be said to be in the interest of education, and indicative of an improved public sentiment, relative to the importance and necessity of good schools.

In comparing the summary statement of school district reports in this commissioner district for the year ending September 30, 1883, with the year preceding, I find the following increase in the different items in the abstract :

Number of licensed teachers employed at the same time for twenty-eight weeks.....	2
Number of children between five and twenty-one years of age	291
Number of pupils attending private schools.....	162
Number of weeks school was kept.....	35
Number of children attending school.....	217
Average daily attendance.....	108,535
Whole number of days of attendance.....	15,144

I find also, in the examination of the financial reports, that more money has been raised by tax for school purposes in each town, and more money has been applied to the payment of teachers' wages and for the ordinary expenses of the school than in the year preceding.

the past year, six new school-houses have been built, and others have been repaired and made more commodious and convenient. There is still a great chance of improvement in this, and I have threatened to condemn some of the old houses not soon taken for building new ones. We are still to report that nearly one-fourth of the log school-houses are in this commissioner district.

These log houses, however, are new and answer very well the people of the settlements where they are located. Little is continually springing up in the towns in the west of this county, located near some iron mine, or a set of coal soon have almost the miraculous growth of the villages of the western territories.

When school districts are then formed or branch schools established, a school-house is built, which is, perhaps, as good as any in the district. The log school-house will last as long as the wood will last, for as soon as the supply of wood is exhausted the utility of the kilns the settlement will be abandoned. One that has been formed during the past year, a branch school is established in another, and another will soon have to be added and its territory annexed to adjoining districts.

The marked improvements during the year may be named the organization of the union free school at Ausable Forks. By an act of the Legislature, by Commissioner Miller, of Essex county, and myself, No. 1, of Jay, Essex county, and No. 3, of Black Brook, county, were consolidated, and by the provisions of title 9 of the General School Act, a union free school was organized which may be one of the best schools in this part of the State. The commendable zeal the inhabitants have raised the necessary for a library and for school apparatus required for an academy.

We have a fine high school building, centrally located, with other buildings that are used for primary schools. With a wide-spirited principal, an efficient corps of assistant teachers, a department crowded with pupils, and, back of all, a board of trustees able and willing to supply every needed requisite, the result is ready proving to be a success. I understand that an effort is made to form a teachers' class at the opening of the

new schools at Plattsburgh and Keeseville are well conducted in a flourishing condition. At Plattsburgh the teachers are making a strong effort to break up two of the worst evils with which schools have to contend — tardiness and irregular attendance.

The monthly report of the different departments is prepared by the superintendent, and is published in the local papers. Some of these show an average per cent of attendance as high as ninety-five in some of the departments, ninety-eight per cent average

attendance for the month has been reached, while cases of tardiness are exceedingly rare. I doubt whether there are any schools in the State which will show in their next annual reports a better average attendance than the schools of Plattsburgh village.

Several of the leading common schools are under the management of efficient teachers, who have remained throughout the year and are doing good work. Not much real progress can be made in our common schools as long as the evil exists of a change of teachers for each term of school. It seems to be an exception to the general rule when a teacher is employed for two successive terms in the same school.

This evil naturally follows that other one, the frequent change of trustees, as each new trustee has some friend whom he wishes to favor by employing him as teacher, and frequent quarrels and controversies arise at the annual school meetings where a certain candidate for the office of trustee is supposed to favor the employment of a certain person as teacher. Instances are known in this commissioner district in which candidates for the office of trustee have paid voters a dollar each for votes, and have spent days in canvassing for the election.

The change in the school-law, making the school year end in August instead of September, must necessarily prove beneficial to our schools. I have frequently urged trustees to divide the school year into three terms of ten or twelve weeks each, instead of two long terms of fourteen or sixteen weeks each, believing as I do, that the average attendance will be much better for a shorter term. With this new change in the school year, our common schools can now more readily do this, and I hope we shall soon see all of our schools with a fall, winter and spring term, and a long vacation during the hot summer months.

I think the teachers in this district will compare favorably with those of surrounding districts. Although many are young in experience, yet, as a class, they are intelligent and energetic, and as a rule, improve every opportunity that offers, by attending institutes, associations, and union schools, and by reading educational papers and works on teaching, to better fit themselves for their work.

The examinations of teachers are systematic and thorough. They are mostly written, and no certificate is given unless the applicant answers correctly the requisite percentage of questions. This rule is strictly adhered to, and it relieves the commissioner of much responsibility, as well as shields him from the blame of being partial. As the result of this rule, not much more than one-half of the applicants receive certificates, and when the schools are all supplied with teachers, there remain but a very few licensed teachers, who wish for positions, and we must confess that we have a kind of satisfaction in replying to some parsimonious trustee, who has been waiting patiently for an applicant, who will teach the school for three dollars per week and board herself, that we know of no teachers that are disengaged.

There are at present only four normal graduates employed as teachers in this commissioner district. I have repeatedly urged young ladies and gentlemen, who appear to have many of the essential qualifications of successful teachers, to enter some one of the state normal schools, and by a course of training and study better themselves for their work. Within the past year three have entered the Potsdam normal, and several others are expecting to enter the same school soon.

The county institute was held at Plattsburgh last April under the instruction of Prof. F. P. Lantry and Dr. John H. French. Although the time was unfavorable, as the spring term of many of the schools had commenced, yet the commissioners were greatly disappointed in finding the greater proportion of the teachers of the county in attendance. The schools of Plattsburgh were closed, and their teachers were all found in attendance, the superintendent requiring each teacher to report to him in writing the number of days she had attended.

I find in my abstract that the amount of wages paid teachers of Plattsburgh Union School while attending the institute, was \$111.87. The instruction given was of a high order, and the session was productive of much good. I cannot help believing that institutes affect our public schools more immediately and directly than the normal schools, and should receive equal attention and have equally efficient instruction; that that instruction should be so simple, plain, thorough and practical, that the young, inexperienced teacher, who is to have charge of an uncultured and illiterate school in the back settlement will receive as much benefit by her attendance as the superintendent principal of a graded school, in the city or large village.

The seventeenth annual meeting of the Clinton County Teachers' association, was held at Plattsburgh, August 29th, 30th and 31st, although there was not a very large attendance of teachers, the session proved to be one of the most interesting and profitable ever held in the county. The association was favored with two very interesting lectures by Prof. N. L. Andrews, of Madison University, and Prof. J. E. Goodrich, of Vermont University. Many of our teachers think that they receive full as much practical benefit from the county association as they do from the institute. Thanking the Department for many favors received and courtesies shown, I remain,

Respectfully, your obedient servant,

SAFFORD S. TAYLOR,

School Commissioner.

MORRISONVILLE, December 25, 1883.

CLINTON COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I here submit the following brief report in regard to the schools in this commissioner district:

There were 115 school districts in this commissioner district at the close of the school year, an increase of one during the year. The school board of union free school district No. 1, town of Champlain, have formed another grade in their school, making three grades instead of two, as formerly. The school board of union free school district No. 5, at Rouse's Point, now employ five teachers instead of four, as was the case the previous year. The number of different teachers employed during the year in this commissioner district was 244, a decrease of six from the previous year. The number of weeks of school taught during the year was 3,406, an increase of sixty-six over the year before, which, less twenty-eight, the number of weeks taught in one new district, leaves a net increase of thirty-eight weeks. There was an increase in the *actual* average of attendance during the year of 19,497, while the number of scholars attending school was 122 less than the previous year. There have been four new school-houses built in this commissioner district since the date of my last report, taking the place of three old log school-houses and one dilapidated brick school-house; two were finished before the close of the school year, and two since; two or three others have been quite thoroughly repaired.

Our teachers' institute for this county (first and second commissioner districts), was held in the village of Plattsburgh last April, commencing on Monday, the 23d, and closing the following Saturday; and although many of our teachers had commenced their spring or summer terms of school, about 230 registered, and a good degree of interest was manifested all through the session on the part of the teachers and friends of education. Prof. F. P. Lantry and Dr. J. H. French very ably conducted the institute, giving us much practical advice and instruction in regard to organizing and conducting schools in order to get practical results from our labors.

The oft-complained-of trouble exists in this commissioner district, in common with others, and that is the too frequent change of teachers; and I cannot see any chance for any very sudden or radical change in this regard, for very few, comparatively, of either sex engage in teaching as a life work, for the reason that the compensation is not sufficient to enable them to support themselves comfortably and provide anything for old age.

With many of the trustees, of rural districts *especially*, the main qualification, seemingly, required of an applicant for their school is,

"how cheap will they teach?" and perhaps they will *accidentally* inquire if they hold a certificate, and should they hold one of the *lowest* grade, it is just as acceptable; but this is not the rule with our better schools, and the inquiry for good teachers is increasing. Many teachers engage in teaching merely as a "make-shift" until something better presents itself. To some this may appear a narrow view of the matter, but to such I would say, examine the records. I think the facts will justify the statement as regards *this* commissioner district at least, and I presume what is true of this district is more or less true of others.

I think that the change in the close of the school year will have a tendency to improve our schools in regard to daily attendance. Again, I would say I would favor a plan of having our examination questions issued by the Department, and have examinations held at stated times, and no private examinations allowed, as in that way we would secure a uniformity in the educational qualifications of teachers as between different counties, and thus do away with much of the dissatisfaction that often arises when teachers, in changing from one county to another, do not secure the same grade of license as in the county from which they came.

Although we have many things to encourage and many to discourage us, we are not taking any steps backward, but are gradually advancing. We have a County Teachers' Association of a good deal of vitality and energy.

Thanking the Department for many courtesies received, I am,

Your obedient servant,

HERBERT GOODSPEED,

School Commissioner.

ELLENBURGH CENTRE, *December 24, 1883.*

COLUMBIA COUNTY—HUDSON.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with the desire expressed in your circular requesting a written report of the condition and wants of the schools of the city of Hudson, I respectfully submit the following report :

During the year the expenditures were as follows:

For teachers' wages	\$8,924 12
For superintendent's salary	800 00
For janitors, etc	369 58

For buildings, repairing and furnishing school-houses,	\$2,555 07
For fuel	814 46
For incidentals.....	350 50
Total	<u>\$13,813 73</u>

ATTENDANCE.

The number of pupils enrolled as having attended school some portion of the school year was 1,274. The average daily attendance was 802, an increase of fourteen per cent above that of last year. The average number of pupils in daily attendance per teacher was 40.

The average expense for instruction and supervision per pupil, based on average attendance was \$12.12, an increase upon last year of 58 cents. The entire cost per pupil, including all expenses except permanent improvements, was \$14.62.

The ages of the pupils in attendance during some portion of the year, were as follows: Between five and six, 76; between six and seven, 99; between seven and eight, 139; between eight and nine, 153; between nine and ten, 146; between ten and eleven, 115; between eleven and twelve, 122; between twelve and thirteen, 106; between thirteen and fourteen, 110; between fourteen and fifteen, 98; between fifteen and sixteen, 66; between sixteen and seventeen, 25; between seventeen and eighteen, 13; between eighteen and nineteen, 6. Total, 1,274.

The condition of our schools in reference to scholarship and discipline, is reaching a higher standing every year. The wants of a school are ever numerous and seem to increase in proportion to the elevation of the system. Our greatest needs are more room, better and more commodious buildings, and less exposure of the health of pupils, because of compactness and poor ventilation.

APPARATUS.

Our school apparatus has been largely increased during the year, but we are far from being fully supplied. The board of education is alive to the positive need of improvements in these directions and has done, and is doing all in its power, to provide accommodations, and supply all deficiencies. There is, however, something of more vital importance needed in many schools. Those who are intrusted with the moral, physical and intellectual education of our children should have had professional training, and be acquainted with the best methods of instruction. We want professional teachers, teachers who ride no hobby but keep abreast of the times, and scrutinize every new method and dare to introduce it when convinced of its superiority. We need teachers who love children, and can let themselves down into close contact and conscious sympathy with their pupils, and thus gain their confidence, open their hearts and win

tions. Too many enter upon the sacred office and duties theory, practice or method. They have had no time to learn of teaching, and perchance may have no special fitness or, no love for children, no adequate conception of the duties of a teacher. Such persons are in many instances in the supreme control of the school room, and to begin their experiments upon the immortal minds of our children, using their faculties, befogging their intellects, squandering in moments of youth, and leaving them destitute of that which brings success.

Our text-books (particularly on geography) have so much of unessential matter which calls for the memorizing of facts often expressed in such an obscure, clumsy and incongruous manner, that study becomes irksome and distasteful. Let something based upon correct and practical principles be adapted to youthful minds, rather than beautifully engraved and magnificently colored maps. The teacher should be so fitted with the subjects, forms and parts, as to be able to teach them in a lucid manner, how these subjects, forms and parts are classified and associated, that the picture may be at any time before the mind's eye, presenting the same, at once to the mind. Classification is one of the leading laws of memory. Too many facts and facts of knowledge are given to children without order, and will in most cases be soon forgotten.

EXAMINATIONS.

Examinations for promotion are made once a year. During the month of June, the superintendent examined orally, and by written questions, all classes in the schools except the high school. All the questions were prepared by the superintendent, and submitted to the committee on examinations. These questions were prepared with special reference to the part of the course of study required by the manual. To obtain the true standing and progress of the pupils the examinations were of such a character as to take in what was required of each class respectively. The number promoted was not, in most of the classes, as large as a good reason to expect. The number promoted was a small per cent of the number present at the examination.

TEACHERS' MEETINGS.

Established monthly meetings were held during the year. Oral discussions of methods brought out many original ideas which were tried in the schools with good success, and many of the teachers, if not all, have been benefited by attending them. Many papers on educational topics were read, bringing out suggestions. These meetings have been so entertaining and profitable that we cannot afford to give them up.

TRUANCY.

From the first of March to the first of October there were fifty-three cases of truancy reported. These belong mostly to the lower classes. Truancy is an offense not only against school officers, teachers and the community, but against parents and guardians. It is true, the remedy should come from parents, but some do not care if their children are truants, and are seemingly content though they become vicious and remain ignorant. Shall idle and vagrant children be allowed to roam up and down our streets, hanging on corners and in grog shops, daily acquiring idle and vicious habits which sink them into deeper degradation and eventually lead into crime? If such children are left to themselves they are sure to become a source of great evil in any city or community. Give us a more stringent compulsory education law. The law is practically inoperative. Let it be so amended as to give more power and make it obligatory.

I sincerely hope that this important subject may enlist your earnest endeavor to present the same to the favorable consideration of the Legislature.

In conclusion, allow me to express my sincere thanks for past favors.

Very respectfully,

WILLIAM P. SNYDER,
Superintendent.

HUDSON, December 6, 1883.

COLUMBIA COUNTY—SECOND DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—It affords me pleasure to comply with your request by submitting to you my second report, setting forth my views of the wants and conditions of the schools which have been under my supervision, and to which I have given nearly two years of unremitting labor.

Since I first entered upon the duties of my office there have been seven new school-houses built and several repaired.

My district is composed of nine towns, with one hundred and one (101) school districts. Two union free schools are doing good work in the academic departments. Eleven other graded schools, with two teachers, are also doing splendid work.

Nearly all of the village schools are also doing well with first class teachers. About thirty schools are of the first order, and in many of the rural districts the public schools are not neglected, as the school-houses are kept in good condition and the services of good teachers are secured, while in some of the rural districts, "of small

valuation," the old desks around the outside of the room in use. The time is fast coming when improved seats will be used in all of the school-rooms in my commissioner district.

During the last year I have made one hundred and seventy-one visits of one-half day each.

There are ninety-three frame and eight brick school-houses in my district.

The school-house sites are valued at \$16,530, and the school-houses at \$90,005, and the assessed valuation of the second year is \$11,556,091.

I have not changed my mind in regard to the library money since my last special report.

Compulsory enactment is almost a total failure. No arrests have been made in my district, yet in some districts the children are threatened, which resulted favorably on the children, as they attended school. I would recommend that the State build and maintain a school, with competent teachers, for boys arrested under compulsory enactment. I would not call it a reform school or a school of correction, but a State school for boys. A school of this kind, in my opinion, would be the means of saving many boys from a life of crime, and would become men to society. The expense of such a school would be a large sum of money, yet the expense of State maintenance would be less, beside saving hundreds of boys who might become a burden to the State and not only be ornaments to society but useful to our nation.

Teachers of my district hold associations semi-annually, in November. They are well attended by the teachers of my district, and exceedingly good results are obtained. Officers are elected each year, consisting of president, vice-president and secretary. At each meeting we appoint a committee on arrangements, place of meeting and resolutions. The programme is prepared some two weeks before the meeting, and the teachers are prompt in responding to the subjects assigned them. The subject brought before the association is subject to criticism. Teachers are entertained gratuitously wherever they meet; we have a social on Friday and Saturday. All of the best teachers belong to the teachers' association, and each subject brought before them is well developed.

Library money is seldom used for the purchase of books for the library; in some of the graded schools it is used to buy cyclopedias and globes; in nearly all of the districts it is used to pay for teachers' wages.

Experience confirms me in the opinion that written examinations, the main, are far more satisfactory, as a test, than oral. My examinations are prepared with care that I may test the qualifications of applicants upon all branches usually taught in our common schools. I have refused seventeen certificates to applicants during the past year, and have annulled none.

Many of the rural districts where teachers receive only four or

five dollars per week for their services, I find teachers of rare abilities who should receive twice the amount they are receiving; they are doing good work, and in these schools I find many advanced pupils.

We need a uniformity of text books, but how to get them I cannot devise, unless the State take it in hand. It is not uncommon to find five or six different arithmetics in one school where only one kind is needed; this makes five or six classes where only one is required.

The discussion as to the best method of teaching beginners to read is talked of by many parents in the rural districts, but in all of the village schools it is understood and expected that the "sentence method" is to be taught.

Some thirteen districts receive the assessed valuation of the Boston & Albany railroad in my district. I would recommend that railroad school tax be set apart, and be divided throughout the county; in one district the railroad pays seven dollars and thirty-five cents (\$7.35), on every ten dollars school tax collected in the district.

I would also recommend that every teacher attend an institute one week in each year, or not receive a license to teach, unless detained by sickness. One institute was held during the last year, conducted by Profs. James Jhonnot and Francis P. Lantry; it was held in the Reformed church at Ghent, and was a decided success, and pronounced the best institute held in Columbia county for years. One hundred and fifty-one teachers were registered; the average attendance was over one hundred, and their note books were well filled with the work of the worthy professors.

The fine brick structure situated on a beautiful site of two and one-half acres in the village of Chatham, at a cost of \$22,000, speaks volumes for the liberality of the people and their earnest work for the cause of education. The school is under the supervision of Principal M. J. Michael, with six assistants, all of which are in attendance at institutes, and take part in our associations.

My district employs 118 teachers; the number of children between five and twenty-one years is 6,678; number of private schools, 4; teachers licensed by local officers, 137; licensed by State Superintendent, 8; licensed by State normal schools, 9; number of females, 112; number of males, 53.

I feel assured that the schools of my district are doing good work and are advancing with the times; the teachers take educational journals, attend institutes and associations, and are well prepared for the school work of the day.

Thanking the Department for favors received, local editors for notices gratuitously published, and scores of trustees and patrons of schools for their co-operation with me during the last year, I remain,

Very respectfully yours,

ISAAC T. HAIGHT,

School Commissioner.

NEW LEBANON, December 1, 1883.

CORTLAND COUNTY — FIRST DISTRICT.

. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

R.— In reporting the condition and wants of the schools in my missioner district, I am in a "strait betwixt two," the *ideal* and *possible*. The ideal school is purely an ideal. A report from point of view would be a recital of defects in nearly every thing aiming to the schools. This would show the reporter to be a nbler only, and would do no good. Yet the ideal must be held ly, and one who would help the cause must stretch himself pain- over the distance between the ideal and the actual, and draw a nearer together, if possible.

eporting relatively, therefore, and meaning to keep charity for [give my judgment that we share in the movement of the times. learn somewhat the improved methods, devised and illustrated, eading educators, and we are grateful for the various agencies hich they are made more clear to us. The rivalries of publishers ultiplying choice books, and of manufacturers in offering us roved school furnishings, bring the tools for our work almost in- eniently near; and the instructions of our institute conductors of the teachers' classes in academies and of the normal schools us enough of the proper use of the tools of our profession. tically, there is a broad gap between the theory we have im- d and the work we do. Sometimes we are impatient over this rence. Then we remind ourselves that growth is always a mat- f time, and we rejoice over the small indications of it that we ee from year to year. Over against our slow attainments we may hese considerations of the perplexing problem we have to solve. he elements of the school problem are variable, and they make selections constantly needful. Both the science and the art of ation are in continnal flow, and so no possible method of tradi- lore will suffice. Each school is a new world. Each teacher explorer. Our noble principle of self-government lying at the basis of our social life shows its fruit, not only in adults, but also ry young children. Pure individualism, and the right thereto in ght and feeling and action, and what might be called the *par-* of this right in children and adults become more and more force- especially in our rural communities. And as nature never re- herself in the children of men (she is farther from it than in other form of life), the elements of the school problem inevitably ; and, of course, the science and the art for its solution must vary. The teacher, therefore, must be more than a traditional- he would solve his problem. He must have life larger, more d and more alert than all his scholars and his district combined. he may win and hold the children and lead his school toward deal.

Another difficulty in the way of rapid application of improved methods is the general law that practical training is more forceful than improved theory. The art of doing things well is governed by the habit of doing them. And skill in directing others comes almost exclusively from long submission to skillful direction during the period of growth. Drill, after growth has been made, is but a partial substitute. It may give the theory of drill very clearly, but practical fact will lag far behind. So it comes to pass that practical teaching falls far below the theory that is held by teachers. But it is both ungracious and unjust to blame teachers severely for this, for there is an inherent difficulty in the matter, growing out of the laws of life itself.

Yet, another difficulty deserves mention. It springs from the fact that parents do not welcome innovations. The teacher who attempts to introduce new methods meets a double difficulty—the consciousness of doing poorly what is attempted, through the force of habit in the old ways and the lack of training in the new, and the just criticism but unjust opposition of the community for whose good the attempt is made; this difficulty is the harder from the fact that the teacher's position is one of dependence on the community, and that the free withdrawal of pupils may make the attempt a failure and injure the reputation of the teacher. If courage and skill to meet and conquer these difficulties are rare, it needs to be remembered that martyrdom is not more pleasant to teachers than to other people; yet here is a need, and under the head of *wants* I would name, as first in importance, a generation or two of martyr teachers to bring into general practice the best educational theories of the time.

I note this difference between the sparsely peopled country districts and the larger villages and cities; in the latter it is possible and common to arrange school matters with a fuller and more minute authority than in the former; in the country liberty is large and borders upon license; in the city it is limited in proportion to the density of the population. Town authorities use a measure of constraint that is utterly out of reach in a country school district; school regulations that are accepted as matter of course in the city cannot be even tried in the country. The gathering of men into cities brings into play social forces that lie dormant in the country; it is as when expiring fire-brands are brought together; so in the cities with the minimum of liberty we find closely organized schools, while in the country with the maximum of liberty we have no school organization except that which is made by State authority. In this difference, I think, I discern a need of larger State interference with the schools, especially in the country districts where about half the children of the State have all their school training; the needful authority should be far enough away to be free from social control, and should make itself felt through district and town officers. Therefore, a town board for the employment of all the teachers of the town at a uniform salary; an enlargement of the powers and responsibilities of school commissioners so as to insure

fort and good taste in school building and grounds; uniformity of terms and standards for teachers' examinations; some correction, examinations and certificates of progress, of the common with higher schools, and a closer union of management of all the schools of the State, would meet my approval and would seem to be in the time of necessities that will be felt soon if they are now. They would be but a continuation of that drift toward control of the schools which is already well begun and which has its justification not so much in the ideal philosophy as in the practical necessities of the times. The idea that school is merely an instrument for imparting the learning of the books needs authoritative correction. Physical health, gentle manners and the sturdy elements of character are of more consequence to the State than mental proficiency, and for their culture there seems to be a lack of the hardness and impartiality that the State can manifest through law and its officers, and that fond parents are too liable to be misled from their training.

As statistics are given in full in my annual report, I do not need repeat them here. But I would like to make known the generous action of District No. 8, of Willett, in taxing themselves heavily for their new school house, and in trying to utilize the most advanced ideas of the time in reference to lighting, ventilation, furnishing for general convenience; blackboards extend entirely around both rooms; double sashes form the partition (above the blackboards) between the two rooms; and nearly the entire east and west ends of the building are windows, while the north wall, toward which the building faces, is solid, thus bringing light in from the sides only. The advances are from a roomy hall on the south where a fire for warmth and generous rooms for wraps minister comfort and cultivate neatness and order. The whole structure is substantial and tasteful, and the roomy, well-drained and graded grounds about it help to make it a gem of my district.

Respectfully yours,

EDSON ROGERS,

School Commissioner.

INCINNATUS, December 1, 1883.

CORTLAND COUNTY -- SECOND DISTRICT.

1. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

IR.—A careful consideration of the condition and wants of the schools in my district, has revealed *some* facts that are particularly worrying, as well as *others* that occasion no *little* annoyance as existing *still* in spite of the hope that I have entertained in former

years, that they would, ere this time, be so modified as to offer no hindrance to the success of my schools.

It has been but a few years since, with many of the teachers in this district, the methods of instruction employed were but a counterpart of those employed two scores of years ago or more, and used with much the same unsatisfactory results. In respect to the methods in use, a most thorough and general change is being made by the introduction of modern and improved methods, giving us results that make many a doting father and mother feel that their children must be possessed of unusual ability to reach such attainments at so young an age and with such apparent ease. Though it has been a constant effort with me, during the years of my official work, to effect this much desired change, yet I cannot justly claim the praise for this improvement, for I recognize other influences that have undoubtedly accomplished much *more* than a supervising officer, with his efforts so widely scattered and his attention directed to such a multiplicity of things, can possibly hope to accomplish.

The teachers' institutes in our county for the last few years have been an important factor for good in the matter of methods, as we commissioners have felt at liberty to ask our instructors at these gatherings to give instructions as to the teaching of such branches as our observations, in our rounds of visitation, had shown us that information was most needed, and we have invariably found them more than willing to comply with our requests. Full notes of these instructions have been carried away by our teachers generally, and, I believe, in most cases, have been serviceable by prompting them at points where they would otherwise have become bewildered in their efforts, and been left with no alternative but to fall into the rut of their earlier and faulty practice of instruction.

Among the influences that have aided us in this direction and that I keenly appreciate, are the instructions given in the teachers' classes, the principal one of which that affects my district, is that of Homer academy, where a class is *faithfully* instructed each year, as the examinations at the close of each class show, as well as the work done by the members of these classes when they are actually tested in the work of the school room. The instructions given in these classes seem to have, not only as a fruit, the imparting of knowledge of proper methods and of the sciences, but of creating a spirit of inquiry which prompts to reading and investigation, thus making teachers who are progressive in the science of teaching and vigilant to avoid those errors common to the profession.

The normal schools give me a few teachers each year who are equipped with such knowledge of methods as to make them efficient in their work, but the number of this class who can be induced to accept the wages offered in our country schools is so small that I receive but little aid from this direction.

A large number of teachers in my district are regular subscribers for some one or more of the valuable educational papers of this or some sister State. To this fact, I am confident, a powerful influence for

may justly be attributed, for I believe that no teacher will read publications regularly without being impressed thoroughly such a sense of the responsibility of his calling as to prompt to accept and put into actual use much that will make him more content than he otherwise would be.

The improvement in methods and the consequent improvement as results is attended with an increasing interest on the part of parents and guardians as shown by the greater regularity of attendance and the gradually increasing length of the time for which a child is actually taught.

In the five districts under my supervision, to which I referred in my report two years ago, where I deemed it important that buildings should be constructed for schools of at least two departments, we have come to accord with my views in the matter, and the village of Truxton, which is one of those districts, has erected a fine school building, and has sustained a school successfully, with two departments, during the past year. The district including the village of Cuyler is the second point, and there a building is being prepared for the accommodation of two departments, with the prospect of its completion within a few weeks. Another has gone so

far in the direction of a new house as to purchase a new and very desirable site on which to build when spring opens. Still one other of these districts has been agitating the question of two departments several weeks, but has not, as yet, fallen into line, but undoubtedly within the next year. There are three other houses already in process of erection, each of which is to be first-class in both plan and construction. Several other districts have repaired their school-houses, and some of them so thoroughly as to make them quite elegant and comfortable as though built anew. Of these houses whether repaired or newly built, all, with one exception, are now seated with patent iron frame seats, thus rendering the schools so furnished not only *attractive*, but *comfortable*, and suited to the convenience of the pupils. This most needed improvement in school buildings is progressing much to my mind, and likely to continue during the coming year at least, thus removing a very formidable hindrance to the success of my schools in these localities.

I have on former occasions expressed in my reports, there is felt a want of a better grade of teachers in many schools, which we hoped to secure by working in unison with my associate in the county, using the same examination questions a part of the time, and requiring a higher standing in examinations. While I feel that our efforts in this direction have not been altogether failures, I confess some disappointment as to the results realized as yet, as I had hoped that as the number of teachers became somewhat limited by our efforts, teachers of experience and of better qualifications, who, when claimed, have been ruled out by a class of teachers who are willing to teach for lower wages than they would accept, would be mulct to take up the work again. I am convinced that this has been the result, had not the manufacturing interests at

several points in the county so increased as to give *lucrative* and *constant* employment to hundreds of young men and women, *many* of whom would otherwise have given their time and energies to the work of teaching.

I have already referred to the valuable aid afforded me in my district by the teachers' classes, yet I am of the opinion that the plan, which has been more than once suggested, of establishing, in lieu of these classes, a course of instruction and training in the different academies where such classes are now instructed, requiring of the candidate for admission certain educational qualification, which course would require a year's time for completion, and at the completion of which a diploma should be given, which should be a license to teach in the common schools of the State, either *with* or *without* the indorsement of the school commissioner, if carried out, would be a long stride in the right direction, and do for the rural schools of our State what all plans yet adopted have failed to do, namely, to give to a large portion of them teachers who have not only been educated in the branches to be taught, but who have been made so familiar with the most approved methods of instruction as to make them their own and use them successfully.

Believing as I do that, while there are defects yet to be remedied in the schools of my district, the instructions given, the results realized, and the appliances furnished, were never better than now, I remain,

Your obedient servant,

JEROME J. WOODRUFF,

School Commissioner.

HOMER, *November 28, 1883.*

DUTCHESS COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I respectfully submit to you the following :

Since the date of my last report the educational work has gone on quietly and efficiently, and I can say with some degree of confidence that there has been improvement and that we are in advance of what we were a year ago.

No new school-houses have been built during the year, but one of the most populous districts has taken measures to purchase a new and enlarged site and build a new school-house, and several other districts have been compelled by the increased number of pupils to provide more room and additional teachers. The teachers are as a class intelligent and experienced, and are performing their work faithfully and earnestly.

The teachers' institute held in May for one week was very largely attended and was pronounced by common consent to be one of the best ever held in the county. The attendance was unusually great, and the instruction was eminently thorough and practical. Professors Northam and Barnes deserve great credit for the ability and zeal which characterized their work.

The act changing the time of the school year is a very wise and timely one, and will be productive of good results.

One of the manifest hindrances to more satisfactory advancement in school work is the frequent changing of teachers. The subject demands attention, and I believe some legislation ought to be enacted to prevent it.

The condition of the schools in this district will compare favorably with those of other districts. Their needs and wants are practically the same, and I find upon investigation that many of the disabilities that exist here, exist quite universally throughout the State.

With thanks to the Department for its many and repeated favors, I am,

Your obedient servant,

JOHN F. SCHLOSSER,
School Commissioner.

FISHKILL LANDING, *November 26, 1883.*

DUTCHESS COUNTY — SECOND DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your request, I submit the following special report :

The condition of the schools of this commissioner district is not what we would like to have it, yet, I think, it is steadily improving. There have been but few changes in school-houses within the year. Some have been refurnished with improved furniture; yet there is opportunity for improvement in this direction." I have tried to impress upon patrons the importance of having the school room furnished with apparatus, such as blackboards, globes and charts, but cannot say that I have always succeeded. I hope the time is not far distant when the people will realize the importance of having the school room furnished with necessary apparatus.

The attendance at the schools was less last year than the year previous. I do not believe that this decreased attendance indicates less interest in the schools. I believe that the schools of Dutchess county are steadily advancing, and are to be schools where our

children may receive a thorough and practical education, preparing them for the duties of life.

The teachers' institute for this county, held in May, was a success. The number of teachers present was 239. I believe the welfare of our schools depends upon our institutes.

Our wants are, a more regular attendance, better school-houses, more school apparatus, a uniformity of text-books, trustees who will do their full duty, more institute work, and a general movement of the people in educational matters. I hope in time many of the defects in our public school system will be removed.

Thanking the Department for the many favors conferred, I remain,

Yours truly,

ALBERT P. SMITH,
School Commissioner.

MADALIN, December 3, 1883.

ERIE COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In accordance with directions contained in your circular, I have the honor to submit the following report of work accomplished during the past school year, and of the condition and wants of the schools under my supervision:

This commissioner district consists of eight towns in the northern part of Erie county, namely: Amherst, Alden, Clarence, Cheektowaga, Grand Island, Lancaster, Newstead and Tonawanda. It embraces 81 whole districts and six joint, having 98 buildings, with a total of 120 different departments. The entire number of children residing in the district, over five and under twenty-one years of age, during the past year, was 9,731, of whom 6,159 attended school during some portion of the time.

Several new buildings have been erected, a large number have been repaired, and one enlarged. If every year or two our school-houses could receive a coat of paint inside and out, much good would come from the small outlay, for the children would not be so sorely tempted to cut and mar the seats and deface the walls. The comfortableness, healthfulness, and neatness of school buildings should have more and more attention, and the beautifying of the grounds about the school-houses should not be neglected. Teachers can do much in promoting a tidy and attractive appearance in school property by co-operating with their pupils in decorating the school room and in freeing the play grounds of all useless rubbish. They should also exercise great vigilance over the district property, while

arge of it, and be held responsible for any willful neglect of the

They should feel more the weight of responsibility resting them; they should aim at a higher standard of attainment scholarship, so that they may the more clearly and comprehensively impart their knowledge to their pupils. They should feel they have a noble and grand work to perform in fitting children the business of life, that early impressions are never forgotten. People demand a better and higher standard of qualification on the part of teacher, and they also demand more thoroughness and devotion to school duties. During the past school year we have made two hundred visits, ascertaining what instruction was given, how it was done, noting the progress of pupils, suggesting to them, and gathering necessary statistics.

Among the schools that are at present doing good work and making excellent progress we find Parker Union School, of Clarence,

Morris, principal; Tonawanda Union School, T. B. Dates, principal; Lancaster Public School, C. M. Clark, principal; Alden Public School, F. W. Lindsley, principal; Akron Public School, Eckerson, principal. The above instructors are aided by able assistants, the majority of whom are graduates of normal schools and have had experience in the profession. Parker Union School will organize a teachers' class during the winter term.

At the teachers' examinations held during the fall in the principal office of the district were attended by 93 applicants, 73 of whom were successful and received certificates, as follows: Five first grades, second grades, and 18 third grades. The questions, in Reading, Grammar, Geography, United States History, Arithmetic and Civil Government, were adopted by the commissioners of western New York in convention at Buffalo, last August, and were of such a character as to test the candidate's knowledge, as well as the ideas of practical teaching.

We suggest that the Department issue examination questions for teachers to use annually, so that a uniform standard of qualification on the part of teachers may be attained throughout the State. The teachers' association meetings, of this district, are well attended, instructive, and held quarterly.

Yours respectfully,

J. J. LENTZ,

School Commissioner.

ELLIAMSVILLE, *December 7, 1883.*

ERIE COUNTY—THIRD DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In accordance with your request, I beg leave to submit the following report:

This commissioner district embraces eight towns, comprising 84 school districts, which require the services of 96 teachers for the same time. During the past year I have made 169 official visits. I have aimed to spend the greater part of my time with young and inexperienced teachers, observing their methods of teaching, conducting recitations for them, and advising with them as to the best manner of performing their various duties as teacher. I think I may safely say that the schools have improved during the past year, that I have a more efficient class of teachers, and that the people are more willing to accept the new methods of teaching. I have one academy situated in my district at Springville, under the management of an able and a *live* class of teachers headed by Professor E. W. Griffith.

A teachers' class received instruction at the academy during the fall. Mr. Watkins being so well pleased with the class and the instruction given by Professor Griffith during his visit to the academy in the fall, that he was desirous another class should be instructed during the winter, which Professor Griffith has decided to do. The school at present has 92 foreign pupils, 74 of whom are in the academic department. The number of pupils has increased so rapidly that the building will not accommodate them, and a meeting has been called to take into consideration the erection of a new building. Out of the nine teachers employed at Springville, five are normal graduates. Professor Griffith and myself work harmoniously together, and his influence has been a great help to me in the introduction of new methods of teaching into my schools. I have five other graded schools situated in the district, and I wish especially to speak of the one at Sardinia village under the charge of C. W. Warner. Two districts were united into a union school district in the summer of 1882, and a school-house built at a cost of \$2,750. For the year ending September 30, 1882, 4,379 days' attendance were reported for the two districts, and for the year ending September 30, 1883 (the school being held in new building), 15,186 days' attendance were reported, including the attendance of 35 foreign pupils that had attended the school during the year. There are eight normal graduates teaching in my district, all of whom are doing excellent work.

A teachers' institute was held in the district, commencing September 29th, and continuing one week. It was conducted by Prof. E. V. DeGraff, assisted by Prof. C. T. Pooler. Over 200 teachers were in attendance. All seemed to be well pleased with the in-

tion received, which was practical and adapted to the needs of teachers. During the next term I expect to see better work than during preceding terms, the institute just held being one of the principal reasons.

TEACHERS' ASSOCIATION.

We have a flourishing teachers' association in this district which has a two-day session (Friday and Saturday) once in four months. Good program is carried out during the day, and Friday evening a competent person is engaged to deliver a lecture, which is usually largely attended, both by teachers and those outside the teachers' profession. The lecture delivered by Professor Buckham, Buffalo Normal School, at Springville, was attended by about 400 people. There is also a teachers' meeting in the district which holds monthly sessions. This is under the management of *live* teachers doing good work.

Teachers are beginning to more fully recognize the fact that institutes, associations, meetings for teachers, and educational papers are the diffusers of knowledge, knowledge which supplies a want by teachers before they understood their value. To illustrate, at the last 100 teachers attended the last teachers' association held at Springville, and over 50 subscribed for an educational paper during the session of the last institute held in this district.

BUILDINGS.

Many of the buildings in this district are not what they ought to be, but each year brings a change for the better. During the past year a new building has been built at North Collins, at a cost of \$1,000, and another is to be erected at Collins Center this year, cost-\$2,600. Many school-houses in other districts are receiving repairs.

SCHOOL APPLIANCES.

Many of the schools are not supplied with sufficient school appliances. It is a difficult matter to convince the trustees that the school is not provided with enough blackboards, or that the school needs a globe—in fact the trustee has no right according to law to purchase even a dictionary without a vote of the district, and this subject is hardly ever mentioned at the annual school meeting. The trustees ought to give the trustee power to, at least, purchase a dictionary and a globe without a vote of the district. I think it would be better to give him the power to expend \$15 (or some stated sum) in purchase of school appliances.

LIBRARIES.

The common school libraries of to-day are a nuisance. They are the subject of much controversy, and are of no (or little) value to

the children or people as used to-day. But few of the districts report libraries, and many of them do not even elect librarians. The volumes are thrown into some garret where they are left to mould or to be destroyed by mice and rats. I suggest the following, which, I think, if adopted, would create a new interest in the common school libraries: Establish town libraries in the place of district libraries, and let them be situated at some central point in the town, or in some village where the people go to trade. I know of store-keepers in some of the towns who would be willing to accept the office of librarian for the extra trade it would bring to the store. Have each district furnish the number of volumes in its present library, and their value be determined by persons appointed for that purpose, each district then be assessed according to its valuation, until each had furnished its proportionate amount. Thereafter each town shall annually raise a sum (or more if a town shall vote it) which, with the amount of library money apportioned to the town shall be equal to \$50, and this amount to be expended in the purchase of library books for the town library. Persons can be elected or appointed in each town to purchase books. I will state a few of the many changes for the better, which I think the adoption of this plan would bring to the people:

1. All the present library books of each town would be brought to a central point in the town where they would be properly cared for.
2. When all the volumes of a town were put into the same public place and properly brushed and arranged, many of them would be read.
3. The library money which is now used to pay teachers' wages, would be used to purchase good books for the library as was intended by the law.
4. The same book would then need to be purchased but once, whereas, by the old system, it would need to be purchased a dozen or more times in the same town, to accommodate all the districts in the town.

TEACHERS' WAGES.

There is a greater demand for good teachers and better wages paid to them. The difference in the wages paid to gentlemen and lady teachers is steadily decreasing. Many of my teachers in the district schools are getting from \$9 to \$12.50 per week, and among them, a number of ladies.

Thanking the Department for past favors, I am, sir,

Your obedient servant,

G. O. DILLINGHAM,
School Commissioner.

LAWTON STATION, *November 22, 1883.*

ESSEX COUNTY — FIRST DISTRICT.

MR. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— I respectfully submit the following as to the condition and wants of the schools of the first commissioner district of Essex county :

It is composed of the ten towns, Chesterfield, Elizabethtown, Essex, Jay, Keene, Lewis, North Elba, St. Armand, Wilmington and Willsborough. There are 96 districts, three not having school-houses in this county; 88 ordinary school districts and five union school districts. Two of these have been formed during the last year, one at Bloomingdale, in the town of St. Armand, the other at Ausable Forks, in the town of Jay. They are highly prosperous. The one at Ausable Forks has a bright future before it. It bids fair to become, in the near future, one of the best schools in the State. The others are located at Essex, Keeseville, and Elizabethtown. All are doing a good work under the instruction there given. The boards of education are composed of noble and high minded men. The teachers are earnest workers, such as are calculated to meet with success in any calling in which they are engaged.

Two new houses have taken the place of old antediluvian ones, one in district number six (Keene), and one in district number seven (Wilmington). Many of the school districts have repaired their houses, and the general interest taken in school matters, seems to be on the increase. Many of the teachers of experience, who have been out of the work for two or three years, are now filling their schools, and the noble ship is moving majestically on. We are represented at Cornell University, and have representatives in at least three of our normal schools.

The teachers' institute for the year was held at Elizabethtown during the week commencing May 28th. Conductors assigned by the State Department were Professors Kennedy and Johannot. Professor Kennedy's health failing, he was obliged to give up the work, which was a great disappointment to all connected with the institute. But the work went nobly on through the extraordinary exertion of Professor Johannot and the generous assistance of Professor John Chandler, then at the head of the Elizabethtown Union Free School, who nobly stepped into the breach till valuable assistance was furnished by the State Department, in the person of Professor C. Barnes. Our thanks are due and sincerely given to each and every one who had a part in helping on the noble work. There was a large attendance of teachers. Much benefit was derived from the session, and its influence, I trust, will be far reaching.

I am strongly of the opinion, that attendance of teachers at

county institutes should be made compulsory. Many teachers would avail themselves of the benefits to be derived by attendance at institutes, but from the fact of offending some of their school trustees by so doing. From the amount of money which institute work involves, amount of time expended by commissioners and others, it would seem that some more stringent means should be employed to make them more efficacious.

In my work for the past year, I have spent most of my time in looking after the rural districts, for the reason that the graded school is looked after by a board of education that takes pride in seeing the work move on, while in the country school, the wants and interests are often placed in the hands of men, who have little or no education themselves, some are unable, others are unwilling to properly fill this most responsible position. They are too negligent in looking after the wants of the schools, and in making out the annual reports, thus causing trouble for others, especially the teacher and commissioner.

We need trustees who do not grudge the time spent in looking after the educational interests confided to them, interests which are the very "mud-sills" of our glorious institutions, interests which we wish to see preserved, and grow brighter and brighter as time goes on. We need trustees who know what a school should be, and are willing to pay for the time and labor spent in making it such. We need patrons who will visit the schools occasionally, and see that their children are properly protected, comfortably seated, and fairly taught. We want a uniformity of text-books. We want clean, better warmed and ventilated houses, supplied with school apparatus, maps, globes, blackboards, etc., that the teacher may have something to work with. We want more live, wideawake teachers who are willing to work, and are able to work intelligently, who can handle a school, and in many places a district; also, I have based my examinations as close to Regents' standard, as circumstances would allow. I have worked hard to raise the standard of qualification, and I think I can see a change for the better. There are but few certificates that are not now being used.

Many of the third and fourth class teachers have sought other fields of labor, and their places are being filled by those of a higher grade. My aim has been to supply the schools with earnest and competent teachers, to guard against the renewal of certificates in the hands of the inefficient, to aid and encourage the inexperienced, to approve good and faithful work, and to raise the standard of excellence, and in a measure I think I have succeeded.

Thanking the Department for many favors and courtesies received the past year, I am, sir,

Respectfully, your obedient servant,

F. L. MILLER,
School Commissioner.

LEWIS, December 24, 1883.

FULTON COUNTY.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction.

In response to your circular, I am happy to say that the Fulton county have been in successful operation during year. For statistics in regard to them, I refer you to my report already on file in your Department.

Those districts where taxation for school purposes is not too burdensome, school buildings are kept in good repair and apparatus is furnished.

Inhabitants of district number six (Oppenheim), after due refusal, refused to build a new school-house. The supervisor of the district, however, was of the same opinion as your humble servant. *We have a fine, commodious and comfortable building.*

A teachers' institute was held in Gloversville, October 15th to 19th, with a full attendance during the entire session, and an unusually long time. The work done by Professors Lantry and Pooler

was greatly appreciated by the teachers. Public sentiment, in this county, is decidedly in favor of teachers' institutes. We have a flourishing teachers' association, which convenes once a month and is doing a great work for the teachers of this county. No difficulty in securing the attendance of teachers at both institute and the association. They feel the need of special training for their work and seem anxious for an opportunity to gain normal knowledge. There are exceptions to this rule, but the numbers are growing less each year.

Appointments to the State Normal School at Albany, and the Normal School at Cortland, have been made from this county during the past year. Our normal graduates do good work; but, unfortunately, our rural schools cannot afford to employ them.

In continual sifting, I have, with few exceptions, retained a good number of teachers for our winter schools. I was obliged to license a teacher in the season to whom I had refused certificates at my previous examinations, in order to supply some of our weaker schools. It is a *poor* school to be better than *no* school.

The greatest need of our rural districts, is the immediate repeal of the most obnoxious and destructive act, known as chapter 492, of 1881. By this apportionment the poor country schools are compelled to surrender a portion of their public money to the favored and wealthy village schools.

To do simple justice to the weak schools scattered all over our State, the Department, in my opinion, could do no better thing than to aid in the repeal of this unjust act.

Respectfully yours,

D. D. CROUSE,

School Commissioner.

DALBIN, December 7, 1883.

GENESEE COUNTY.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—Conformably with your request of October 20, I hereby submit the following brief report :

From my acquaintance with the schools of the county I think trustees should have more power in relation to furnishing repairs, apparatus, etc. The libraries in nine-tenths of the districts of the county are simply nothing at all. The State appropriation for libraries, as at present applied, should be discontinued.

There is a great disparity between, on the one hand, the laxity of our school laws, and on the other, the inflexible rules in conformity with which all differences between parties giving rise to appeals, are decided. School law is loose law, and the looseness of school law is one of our greatest defects. Either the office of district collector or clerk should be abolished, and the duties at present incumbent upon both should be discharged by one officer; this would centralize responsibility, which, if not sought, will be indifferently regarded.

We have had two institutes during the past year, both of which were grand successes. Our schools are doing well.

Our common school system is a success, a triumph of modern civilization; but the sooner the defects are eradicated the bolder will be the relief of its advantages, seen in the light of educational progress.

Teachers' wages in Genesee county are on the increase, a good sign of coming advancement. Sets of examination questions, at least for first grade applicants, would be a good thing to have issued from the Department of Public Instruction. For statistical information I refer to my annual abstract.

During the past winter, one of the most severe in this part of the State for many years, I visited over one hundred (100) schools. I think school commissioners should stay in a school until they are enabled to indorse the manner of the teacher or until they are able to thoroughly renovate the whole system of management and teaching, which sometimes may require a whole day. Very frequently I remain in a school a whole day. I do not think the *number* of inspections by a school commissioner, unqualified by the *length* of the visit, should be the only criterion of whether the schools are properly inspected or not.

I feel very proud of the schools of Genesee county. During the past year I have raised the standard of the schools as much as possible, both in the way of granting certificates, and in the way of bringing about improvements in school rooms and in improving school-house sites. I keep a horse for one purpose only, viz., to visit schools with.

Yours respectfully,

WILLIAM E. PRENTICE,

School Commissioner.

BATAVIA, November 24, 1883.

HERKIMER COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with the request contained in your circular of the 20th of October, I would submit the following brief report of the condition and wants of the schools under my supervision :

In comparing the present condition of the schools in my commissioner district with that of a year ago, when my last report was submitted to the Department, I think I may truthfully say an improvement can be discerned. There is a growing interest on the part of the teachers for a more thorough preparation for their work ; and a somewhat awakened public sentiment in favor of better teachers, more commodious and comfortable school buildings, with modern appointments and appliances, is noticeable. The lesson is slowly being learned in many districts that the lowest priced teacher is the most expensive in the end, and the old doctrine that "any-body can teach school" is being exploded. The result is, trustees make inquiries of the commissioner for the best teachers he can commend, and in this commissioner district, and I presume the statement may be made general in its application, good teachers have been in demand, and poor ones have been compelled in many instances to go without employment. As a result (for Adam Smith's law of supply and demand, is as true of school teachers as of any other commodity) wages have increased, and the condition of the laboring class greatly improved.

In several districts school-houses have been extensively repaired, the old straight-backed, torture-producing seats have given way to more modern and comfortable ones, out-buildings have been renovated and made more cleanly, and one new school-house has been erected, and another is to be built in the spring. In some of the districts the school grounds have been made more attractive, and district number seven (Russia), has set out some thirty thrifty young maples which are most pleasing to the eye.

A new district has been formed in the town of Salisbury (district number 18), which the German population who labor for Mr. Alfred Dodge, in the little settlement of Leipsic, made necessary. Mr. Dodge, with a generosity which characterizes him in all he does, and endears him to the many laborers whom he employs, contributed the site for the school building and encouraged the people in their efforts to secure a place where their children should receive the rudiments of an education. Already there are some twenty children in attendance, and the school-house is a center of influence to the little settlement. The formation of this district makes 99 school districts with school-houses situated in the county, which are under my supervision. Of these, three have had no schools during the past school year ; one of these now sustains a school, the other

two have only two or three children each in them, and it has been a problem whether it was my duty to annul them. The fact that one of these districts once numbered 40 or more children of school age, and that the other is in a locality somewhat famous for lumbering and milling, and that the nearest school-house is some two miles distant, has been my reason for allowing them to remain in their present condition, in the hope, also, that later they might again be needed for school purposes.

District number one (Little Falls), has been under the efficient supervision of Superintendent Barnes, and although I reside in this district, I have not made any official visitations of the three school buildings of this village, knowing that the condition of these schools under the present supervision, was more thorough than it could be under any divided responsibility, and believing my duties more imperative elsewhere, while here they are only discretionary, a discretion which I thought better unexercised than applied. The remaining 95 schools I have visited twice each since my last report, and to some of these schools have made three visitations.

As this commissioner district extends over a great many square miles, it is impracticable, if not impossible, to make more than two official visits annually. In these visits, which have of necessity been brief, I have allowed the teacher to do the work in conducting the classes, then I have generally examined the school on the work gone over in the term. It does not require long time to form a pretty correct estimate of a teacher's capacity to govern and instruct by one who has some standard by which to measure these qualifications. In these visits, as far as practicable, I have seen trustees, consulted with parents, and endeavored to awaken an interest in educational work. While sensible of many failures, I am encouraged to believe that some good has been accomplished. I have continued my plan of examining teachers as far as possible at the regular teachers' associations, where the examinations have been written, and all have been subjected to the same tests. A permanent record is kept of each teacher's standing, open to the inspection of all, and I find a general desire on the part of teachers to increase their percentage of answers. One faithful teacher succeeded in passing my examination by 100 per cent in every study required in the examination.

These associations are full of interest, and have, as I review my work I think I may say, been among the most successful agencies to which I have resorted in raising the standard of teaching in this commissioner district. Two of these associations have been held since my last report, one at Poland, the other at Little Falls. Superintendent Andrew McMillan, of Utica, delivered a most valuable and instructive lecture before the teachers at the former place, and the Hon. George W. Smith, a most scholarly production before the association at Little Falls. The support which the teachers and citizens have given me in these public gatherings, has been a source of encouragement to me. I have also been fortunate in having the co-operation of Superintendent C. T. Barnes, whose experience as an

te conductor, has made his work before these associations effective and valuable.

week commencing September 26th, was the week of the mer county teachers' institute. My associate and myself rored to call all our teachers together at the time. It was the institute we have held in this county in some years. While gret was general at not meeting our Superintendent of Public ction, the institute was a great success. The conductors, Dr. H. French and Prof. James Johannot, made a most favorable sting impression upon the teachers of the county. The desire general to have them come back to the county another year ntinue the good work they so faithfully began.

ext-book committee, consisting of Prof. Henry E. Piper, J. H. A. B. Crinn, John W. Stewart, from this commissioner dis- and three principals of the second commissioner district, were ted at the institute to take measures to introduce a uniformity t-books throughout the schools of Herkimer county. This ttee has already entered upon the discharge of its duties, and spects are most encouraging for the accomplishment of this needed reform. The great diversity of text-books now exist- our country schools and the total unfitness of a great part of o the wants of pupils or teachers, makes this movement one greatest importance. If the committee succeeds in its work place the whole county under an obligation which money discharge.

resignation of Prof. Henry E. Piper, for sixteen years prin- f the Little Falls High School, deserves mention. Mr. Piper at a change of work was needed for the recuperation of body ind, and accepted a position as agent for the National Express ny. The desire is universal among educators in the county, hen body and mind are rested and restored, he may again a field of labor in which he has proved himself so efficient. use of education cannot spare such men. His worthy successor E. J. H. Stuart.

wants of the four union schools in this district as their condi- so gratifying, are not many. The village school and the large listric are in good hands. It is the little back district at the oads, with five or six children, who are not being taught by keeper of schools"—(the district was so poor they could not "teacher")—whose wants are so many—tongue or pen cannot rate them. This is the problem which confronts those who in the common school system of the State of New York. hall solve it?

onclusion, thanking the Department for many favors received, in,

Very respectfully,

GEO. F. CRUMBY,

School Commissioner.

LE FALLS, *December 13, 1883.*

JEFFERSON COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In compliance with your circular dated October 20th I submit the following report, as supplementary to the financial and statistical statement abstracted from the trustees' reports for the school year ending September 30, 1883 :

This commissioner district comprises the eight towns of Adams, Brownville, Ellisburgh, Henderson, Hounsfield, Lorraine, Rodanville and Worth, whose united area is nearly 400 square miles. There are 130 school districts, four of which are joint districts with school-houses not in this county, leaving 126 school-houses subject to visitation. There were employed, for 23 weeks or more, 143 teachers, four of whom hold licenses granted by the State Superintendent, seven are graduates of normal schools, and the others were licensed by local officers.

The whole number of children of school age, the 30th day of September, was 5,338. The whole number attending the common schools some portion of the school year was 4,638. The average daily attendance during the year was 2,349. The average daily attendance for apportionment was 2,527.

The total cost of maintaining the schools, including new school-houses and repairs, was \$38,602.22, about one-third of which was apportioned to the districts from public money. The average rate of taxation for school purposes was very nearly two mills a dollar.

The people in a majority of the school districts manifest a liberal spirit in providing comfortable school-houses suitably furnished and in many districts much attention is given to improving school grounds by planting shade trees and otherwise beautifying the surroundings of the school. This is an important factor in the culture of the children, and tends to inspire them with proper pride and respect for the school and its duties. On the other hand there is a dark picture of too many dilapidated, uncomfortable school-houses with unsuitable furniture and entire want of modern school appliances within, and uninviting and cheerless surroundings without. The tendency of this condition of things is to depress and discourage the children and to inspire them with a distaste for school, that can be only partially overcome by an enthusiastic and successful teacher. Any other teacher falls under the same depressing influence, and "general apathy" has full command.

With two exceptions the villages in this commissioner district have school-houses with a sufficient number of rooms to accommodate the children of the districts. The school in the village of Adams with four departments, each in charge of an efficient teacher, is in

respects a model of excellence. The villages of Adams Centre, Dexter, Mannsville and Sacketts Harbor have schools with three departments in each and are well sustained by the people of the districts who demand, in return for their liberality, correct and palpable results. These schools all are creditable to the districts. The schools in the villages of Brownville, Ellisburgh, Henderson, Rodman and Woodville, with two departments in each, are in the hands of earnest and competent teachers whose labors are generally well appreciated by the patrons of the schools. Mannsville and Woodville deserve special mention for their new, elegant and well furnished school-houses. The people in these districts are enthusiastic in the support of their schools, and have reason to be proud of the results attained. These village schools, almost without exception, are doing a good work, not only in their own districts but as models for the surrounding rural districts, and their influence is apparent.

I am glad that I can report an increasing dissatisfaction with the inefficient and unnatural methods that have prevailed and still are far too common in our schools, and an increasing demand for better school work. There is also an evident inclination on the part of most teachers to meet this demand by special preparation for the work, through the means of normal schools, teachers' classes, teachers' institutes and educational publications.

Teachers' classes have been ably instructed in Adams Collegiate Institute, of Adams, and in Union Academy, of Belleville. These classes in both institutions have been receiving thorough instructions, during the term just closed, in methods of teaching reading, arithmetic and grammar and in the subject matter in United States history, civil government and school economy. These teachers' classes, throughout the State, under the supervision of Dr. Watkins, can but prove beneficial to our schools.

Two teachers' institutes for the county were held within the school year. One at Watertown in March, conducted by Professors Kennedy and Lantry, had a very large attendance. The other at Clayton in September was conducted by Professors Lantry and Bouton, and was unusually interesting to the many teachers who attended it. The instruction given by Professor Lantry on methods of teaching reading to all grades of pupils and the results to be attained was well calculated to meet the most urgent need of reform in the school work of our common schools.

Reading is the avenue leading to vast stores of useful knowledge that can be reached in no other way; and reading exercises in our schools should be so conducted as to give the pupils full possession of a comprehensive vocabulary, to develop and confirm in them the habit of reading attentively and endeavoring to grasp the full signification of what they read, also to cultivate in them a taste for a class of literature more refining, more elevating, morally and intellectually, than the trashy and pernicious publications with which we are flooded.

At the close of the school year I had held twenty public examinations, at which there were 272 applicants for licenses. Nine received first grades, 71, second grades, and 121, third grades. Seventy-one failed to reach the required standard of qualification which I have endeavored to keep as high as was compatible with the supply of teachers.

During the winter term I was unable to reach all of the schools on account of the frequent snow blockades. I however made 86 visitations, and 156 in the spring and summer, 242 in the school year. This number differs from the number reported by the trustees on account of the separate departments of the graded schools. Taking into consideration the facts, that the average number of days' school in each district was but little more than 140, that vacations in most schools occur simultaneously, and that the number of schools and departments was 143, a little computation makes it apparent that my visits in each school were necessarily short and not very frequent. In my visitations I have endeavored to give my time where it was most needed, to ascertain the condition of the schools and their surroundings, and to give such approbation and advice as the circumstances seemed to require.

It seems to me that better results could be attained in our schools if they were graded and at work on a prescribed course of study which should be sufficiently flexible to accommodate the different natural inclinations and talents of the pupils and sufficiently rigid to ensure in both teacher and pupil a more definite idea of the proper work to be done each term. This would of course necessitate a change in the present plan of supervision which I think is also desirable as we now have too little of it.

All of which is respectfully submitted by

Your obedient servant,

WM. H. EVERETT,

School Commissioner.

DEXTER, December 1, 1883.

JEFFERSON COUNTY — THIRD DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.— At your request, I submit the following statement with reference to the condition and wants of the schools in this district:

The district consists of the territory of seven townships, located in the northern portion of Jefferson county. Within the district there are 122 schools, employing 141 teachers, for 28 weeks or more. Seven of these schools are located on islands in the St. Lawrence river, as follows: One on Grenadier, one on Carlton, two on Grindstone and three on Walls. Of the teachers employed, six

the certificates, four hold normal school diplomas; all others issued by local officers. There are *now* 148 teachers holding valid certificates from me, 15 holding my associate's certificate made valid as licenses to teach in this district by my inspection; 31 first grade, 75 second grade, and 57 of the third grade have recommended as suitable pupils to the normal schools at Potsdam, four to Oswego, and one to Cortland. I have during the school year, 209 school visits.

Teachers' institute was organized at Watertown March 13, and at Clayton September 3; each continued one week. At Watertown the attendance was large, and under the instruction of Mr. Kennedy and Lantry valuable aid in the work of teaching was obtained. The institute at Clayton, although not so largely attended, yet the instruction was excellent, and the teachers of this district specially were loud in their praise of the work done by Mr. Lantry and his assistant, Prof. Bouton.

STATISTICAL.

The whole number of children of school age residing in the district September 30, 1883, was 5,635; the number registered upon the school rolls was 4,671; the whole number of days of attendance at schools during the year ending September 30, 1883, was 175,448; the number of days actually taught was 17,548; the estimated value of school property was \$88,971; the assessed value of property was \$7,924,032.

RECEIPTS.

The apportionment of public money made by the commission-arch, 1883, every person of school age drew sixty-five cents, every average attendance pupil drew \$1.34. The district quota for a teacher employed for twenty-eight weeks or more was \$190.15 and the library money was three cents and a fraction for all children of school age, or aggregating \$190.15 for the third district.

The amount of public money for this district was	\$13, 944 37
Amount raised by tax was.....	19, 863 75
Amount received from all other sources was.....	6, 938 68
.....	<u>\$40, 746 80</u>

PAYMENTS.

Teachers' wages during school year ending September 30, 1883.....	\$25, 897 80
Salaries and school apparatus.....	106 93
School-houses, furniture, etc.....	9, 110 21
Other incidental expenses.....	5, 012 88
Amount remaining on hand September 30.....	618 98
.....	<u>\$40, 746 80</u>

Many needed improvements in school buildings have been made during the past year. Several new houses have been erected, and others repaired, re-seated and made comfortable. The following shows the number of district, the town, and the expenditure to each district of a few of the more important ones: No. 4, Lynn, \$1,310.05; No. 1, Theresa, \$220.92; No. 4, Theresa, \$123.67; No. 9, Alexandria, \$471.68; No. 12, Alexandria, \$230.46; No. 15, Alexandria, \$283.48; No. 1, Clayton, \$613.31; No. 5, Clayton, \$304.85; No. 8, Clayton, \$55; No. 7, Orleans, \$352.03; No. 13, Orleans, \$747.07.

I am pleased to know that but few of the school buildings, now in this district, are bad, and I earnestly hope the inhabitants of these districts will, without unnecessary delay, provide a suitable place for their children to attend school. To my mind the intelligence of a community is nowhere displayed to so great an advantage as in providing suitable buildings and conveniences for school purposes; and it is conceded by citizens generally that children are positively better children when attending school in a pleasant and comfortably prepared house, than when attending in one that is ruinous and neglected. The period of childhood and youth, most of which should be spent in attending school, is the time when characters are forming; the influences, therefore, which surrounds the children during their school days has much to do in determining their future destiny and usefulness.

The wants of the schools in this district are many, but I trust not more so than elsewhere in the State. I think our greatest need is teachers better qualified; and in order to get them, there must be special training for teachers. The teacher should be instructed in the science and practice of teaching, in schools designated for such purposes. In this district, we have many excellent teachers, especially in the graded or larger schools, and the teachers as a class are intelligent, earnest workers; but like the doctor or the lawyer, should receive instruction special to their calling, before being allowed to practice and experiment in the schools.

There are no academies or union schools in this district. We hope in the near future that a teachers' class as provided by law will be organized, and our schools receive the benefit of the instruction of teachers thus prepared.

I desire to speak before closing this report of the graded schools of this district; these are mostly confined to the villages of Clayton, Cape Vincent, Chaumont and Three Mile Bay, and are in the hands of experienced and able teachers, whose efforts in the educational interests of the schools in their charge have been successful and are appreciated by pupils and patrons.

While much has been done that is good, more may be expected.

Of the other large schools, I should mention the Theresa, the Redwood and the Alexandria Bay schools, each employing three teachers, and although not strictly graded or working upon a regular yearly course of study, yet my observation and also the general

expression of the inhabitants of these districts is highly complimentary to the principals and the schools in their charge.

Other schools that perhaps I ought to mention, employing two teachers, and well spoken of in the communities where located, are the La Fargeville, the Depauville and the Plessis schools.

In conclusion, I desire to thank the school officers and the inhabitants generally for their kindness and hospitality, the teachers for their co-operation, and the Department for information received.

Respectfully yours,

W. C. HILL,

School Commissioner.

LA FARGEVILLE, November 24, 1883.

KINGS COUNTY — RURAL DISTRICT

DR. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In compliance with your circular letter of October 20, I respectfully submit the following report of the schools under my jurisdiction, with such other matter relating to the cause of education in this commissioner district, as my observation and experience suggest :

This district comprises the five towns of Kings county, viz. : Flatbush, Flatlands, Gravesend, New Utrecht and New Lots. Number organized school districts, 19. The number of licensed teachers employed at the same time, for twenty-eight weeks or more, was

The number of male teachers, was 22; females, 55. There were ten holding State certificates, one a normal school diploma, and the rest were licensed by local officers.

The number of children of school age residing in the district September 30, 1883, was 11,526; the number who attended school the portion of the year, was 6,074. Average daily attendance 50. The number of school children reported last year was 418, and the average attendance 2,677. By this it will be seen that the number of children was 1,108 more this year than last, while the average attendance was but 173 more. This small increase in the average attendance in proportion to the large increase in the number of children, was in a great measure due to the fact that diphtheria and scarlet fever prevailed to a considerable extent among the children in many of the districts.

The following is an exhibit of the receipts and expenditures during the year ending September 30, 1883 :

RECEIPTS.

ash on hand October 1, 1882.....	\$25,417 98
ate apportionment.....	16,264 26

Raised by tax	\$46
Other sources	15
Total	<u>\$103</u>

PAYMENTS.

Teachers' wages	\$41
Libraries	1
School apparatus	1
Colored schools	
School-houses, sites, etc	14
Incidental expenses	15
Amount on hand, Sept. 30, 1883	29
Total	<u>\$103</u>

It will be well to report, in this connection, that the number of volumes in all the school libraries is 8,160, and the estimated value is \$5,350. I am glad to be able to state that the trustees of the districts are giving more attention to the school libraries, and that the apportionment of a separate fund for library purposes is no longer a farce. The money is now used for the purpose specified.

Much has been done during the past year in the matter of improving school-houses in this commissioner district, either by building new ones, or by substantially repairing the old ones.

No. 1, Flatbush, is to be especially commended for the enterprise of its citizens in establishing a branch school in the eastern part of the district, and the erection of a commodious, well appointed school-house, at a cost of \$5,000. This district has also contributed to the erection of a new school building for the colored department. The trustees are untiring in their efforts to provide ample accommodation, and their liberality, and the support so freely given by the district, plainly show that they are wide awake in the matter of education, which is most vital to their dearest interest. In districts Nos. 3 and 4, New Utrecht, new school-houses are in course of construction. In Union Free School District No. 2, town of New Lots, is about to erect another school building, at a cost of \$10,000.

The teachers' institute convened in the Butler avenue building of district No. 2, New Lots, May 23, 1883, and closed on the 27th. Seventy teachers were in attendance. A valuable address was given by Prof. F. P. Lantry, assisted by Prof. John H. Johnson. All the teachers expressed themselves as having derived much benefit from the exercises. I am a firm believer in teachers' institutes. My experience has taught me that when they are properly conducted, much good is derived therefrom. I want every teacher to attend the institute. Then, and not till then, shall we receive the full benefit. We have a successful teachers' association in this commissioner district. Monthly meetings are held in different sections of the county, and the work done admirably supplements the in-

1 a retrospective review of the educational work done during
 ast year, we have the pleasing assurance that marked improve-
 has been made. The academic department, established in
 1 school No. 2, New Lots, exerts a powerful influence for good
 every district in the town. It has given to the town many
 teachers, and we may safely say, that the district has not lost by
 xperiment, and that the expenditure falls far short of the ad-
 ge resulting from its patronage. Under the able instruction
 of A. A. Ashmun, it has successfully maintained its reputa-
 for thorough work, and the wisdom of its establishment be-
 s more and more apparent.

1n well pleased with the law changing the time for holding the
 al school meeting; it is a step in the right direction. Another
 important advancing step, would be to abolish the district
 1 system and make the town the unit of division. The ques-
 of a text-book uniformity could then be easily settled by adopt-
 a town uniformity. A class of our leading educational men
 cate a state uniformity of text-books; another class, who are
 lly interested in the welfare of our common schools, claim that
 te uniformity is not desirable, but all classes admit that a town
 rminity is needed. Any one can see the propriety of this, by
 ng a school where there are different text-books, and witness
 eachers call out two, three and perhaps four classes in the same
 e of books, thus dividing the time which should be given to one

ie compulsory education act is entirely ignored and is virtually
 id letter in this district. A compulsory law is needed, but one
 can be made *effective* in securing the attendance of all children
 hool age during a large portion of the school year. It is the
 of the State to educate her youth; and after removing all just
 nds for refusing to comply, she certainly has the right to say to
 servants, "Go out into the highways and hedges and compel
 to come in, that my house may be filled." Teachers and
 nts should employ all influences to *win* the willing to the school
 ; the State should *compel* the attendance of the unwilling
 those forbidden the privilege of laying the foundation of sub-
 ial citizenship, either under public or private instruction.

closing this brief report, we desire to ask the hearty co-opera-
 of the parents with the teachers. A want of co-operation is
 a fatal to the interest of the school. The prominent fault in
 ur schools, is want of punctuality or non-attendance. There is
 s of nearly or quite one-half of the benefits we should receive
 the money we raise, resulting from this source alone. We do
 ask you parents, to raise more money annually for schools, nor
 e ask to have better teachers, but we do ask you to see that
 children receive the benefit of the money you have to pay, by
 ing them to attend school regularly and in season, and impress-
 upon them the importance of gaining an education while young.

The importance of this subject cannot be too strongly urged; not only is the education of our children important in a moral point of view, elevating and ennobling their character, but it is important in a pecuniary sense, by fitting them for situations of independence. Give all children a good education and there will not be so much need of *reform schools* and *alms-houses*. Let every parent say, even in the utmost poverty, "I must and will give my children a good education; it is the richest, best legacy I can leave them."

I desire to express my gratitude to the teachers of this district for their unanimous support and encouragement in the discharge of my official duties. Thanking the Department for favors rendered and courtesies uniformly extended, I remain,

Respectfully yours,

O. WARREN HAMILTON,

School Commissioner.

NEW LOTS, December 12, 1883.

KINGS COUNTY — BROOKLYN.

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION,
BROOKLYN, December 31, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In compliance with your request, I present the following written report of the condition and wants of the schools under my jurisdiction:

Their present condition and most urgent wants cannot, however, be fully stated or perfectly realized, without an adequate understanding of the condition or wants that existed two years ago, and the policy pursued by the board of education in the interval.

For many years it was the policy of the board to construct, almost exclusively, large three-story buildings, with a primary and grammar department for each. The natural result followed: the accommodations provided for grammar pupils exceeded the demand, while those for primary pupils — always the more numerous class — fell below the pressing requirements of a rapidly-increasing population. Efforts, it is true, had not been wanting to provide accommodations, such as they were, for primary children. Rooms had been hired in private houses to receive the overflow from the crowded primaries of the large schools. But the rooms were inadequate in themselves to receive the large numbers of children that sought admission. They could not, moreover, be properly supplied with the appliances for school work, while the supply of light was often insufficient, and the means of heating and ventilation always defective. Resorted to only under pressure of an irresistible demand, regarded from the

inning only as temporary expedients, these makeshift class rooms demonstrated their worthlessness, even for the purposes of temporary relief. Thousands of children were excluded from the public schools for want of room, while the thousands admitted were, in primary departments, crowded together to such an extent as to render effective teaching impossible, and in not a few instances to impair the health of both teachers and pupils.

The evil at length became so great, both from the overcrowding of primary class rooms, and from the exclusion of children, that a change of policy, radical and immediate, was recognized by the board as an imperative necessity.

This change was wrought, in part, by a reorganization of districts in such manner as to make practicable the consolidation of some of the grammar departments, and thus to increase the accommodations for primary pupils. This remedy, though salutary and satisfactory so far as it went, was, however, too limited in the range of its operation, to more than mitigate the evil in the few localities in which it could be applied. But the distinguishing feature of the new policy was the wise and resolute determination to confine the erection of new school-houses to buildings of moderate dimensions, to be used exclusively for primary pupils. They were erected in convenient distance from existing grammar schools, of which some were constituted branches, and in districts where the overcrowding and exclusion of children from school had become the occasion of loudest complaint. Six buildings of this character have been erected during the past year; of these, five took the place of old premises, or of old and worn-out structures, while only one has added to the numerical capacity of our schools. Others are now in course of erection that will add to the school facilities of our city and meet in some degree the demand for access to school privileges, of which so many are waiting to avail themselves. In my report to the board of education for 1882, I commented upon the policy then recently entered upon, as follows:

BRANCH PRIMARY SCHOOLS.

The board of education has wisely determined for the present to defer upon the construction of new buildings for primary schools. The natural tendency of new schools to expand into intermediate and grammar schools accounts for the relatively large number of these schools at the present time. To obviate this tendency the primary schools should be made branches of existing grammar schools. The present accommodations for the higher grades in the grammar schools will be sufficient for some years to come. As they receive the promotions from the primary and intermediate schools, it is eminently fitting and wise that the latter should be under the general supervision and direction of the principals of the grammar schools, who should be held responsible, to a certain extent, for the methods of instruction and the grading of classes throughout the school organizations under their control."

Though the policy above referred to was entered upon in 1882, it had not reached a stage of advancement sufficient to show marked results, before the latter part of the present year, and these results, as above stated, were more in the direction of better accommodations and facilities for those already in some way cared for in our schools, than of increased accommodations for those excluded from and seeking admission to school privileges. The conditions existing in the early part of the present year, which demanded the earnest and expeditious enforcement of the new policy inaugurated, may perhaps be best understood from the following extract from my last annual report to the board of education.

The following table exhibits, by grades, the number of regular sittings, the number of pupils on register, and the number of classes at the close of the year; also the average number of sittings and of pupils to a class in each grade:

GRAMMAR GRADES.	Number of regular sittings.	Number of pupils on register.	Number of classes.	Average number of sittings to a class.	Average number of pupils to a class.
First	2,857	2,172	73	39.1	29. 3
Second	3,400	2,703	79	43.0	34. 3
Third	2,935	2,449	67	43.8	36. 6
Fourth	3,619	3,035	76	47.6	39. 9
Fifth	4,626	4,449	102	45.4	43. 6
Sixth	4,962	4,880	108	45.9	45. 2
Totals	22,899	19,688	505	44.4	39. 0
PRIMARY GRADES.					
First	4,862	4,879	100	48.6	48. 3
Second	5,383	5,225	97	55.5	53. 9
Third	5,695	5,641	95	59.9	59. 4
Fourth	6,119	6,143	98	62.4	62. 7
Fifth	7,109	7,745	110	64.6	70. 4
Sixth	10,631	18,618	160	66.4	85. 1
Totals	39,799	48,251	660	60.3	65. 5
All the grades	62,198	62,939	1,165	58.4	54. 0

It appears from the foregoing that there are many vacant seats in the higher grammar grades, that there are few or none in the lower grammar and higher primary grades, and that there are many more pupils than seats in the lower primary grades. We are not, however, to infer from these facts that the classes in the higher grades are too small, and that it is possible to combine them and by promotion to make room for the children in the primary grades.

Were due attention given to the establishment of those conditions in our public schools which are essential to the proper development of the intellectual and physical powers of children, rules would be adopted fixing the maximum number of pupils at not more than 35 for the higher grades, 45 for the intermediate grades, and 50 for the lower grades.

we find, however, that the average number of pupils to a class at the close of the year was, in the second primary grade 54, in the first primary 60, in the fourth primary 63, in the fifth primary 70, in the sixth primary 85. These numbers represent the classes they would be were the children distributed uniformly among schools; but they are not so distributed, and in many of the schools the classes in the corresponding grades are much larger than above averages.

Such conditions cannot be otherwise than injurious to the health of children, and are wholly incompatible with effective educational work. The physical discomforts incident upon crowding children closely together divert the mind from the pursuit of knowledge; the vitiated atmosphere induces languor and depression, when the faculties should be most alert and active. The physical endurance and mental resources of teachers are taxed to the limit of exertion in the effort to maintain discipline, and at the same time to instruct and guide the masses of children whose intellectual development is committed to their guidance. Needing, as they do, the most favorable hygienic conditions under which to perform their duty with fair hope of reasonable success, they encounter, instead, what is disclosed by the plain and simple facts above set forth. Under such conditions it would not be reasonable for us to expect, or less to demand, from our system of public instruction the best educational results. The fact that the work in our schools compares favorably with what is accomplished in the schools of our cities, is a substantial proof of the fidelity and zeal of our principals and teachers."

It is with pleasure that the undersigned bears testimony to the substantial accord which has existed between the board of education and himself in respect to the policy outlined above, and indeed, in respect to all matters of vital importance affecting the welfare of the schools.

What has been accomplished in the way of improved as well as increased accommodation for pupils, is in the right direction, but has not yet reached far enough to nearly supply the urgent demand for pupils for admission to school privileges. The want that had to be met, was for something more than to provide for the current increase of population, an increase that in itself required the erection of 70 or more school buildings each year.

For several years prior to 1882, owing to the financial condition of the city, proper provision to meet the normal increase in population had not been made. It became necessary, therefore, to erect buildings, not merely to keep pace with the normal increase of population, but to supply the deficiency of preceding years.

Fully realizing the gravity of the situation, but doubtful of getting the requisite amount of money from the city authorities, the board of education applied to the board of estimate for an amount, which, though larger than former appropriations, yet fell far below the absolute needs of the occasion.

But even this moderate claim was cut down by the board of estimate, and the plans and purposes of the board of education were modified to meet the meagre allowance conceded to them, with the results already stated. For the current year, the board of education, with more intelligent apprehension of the needs to be met, made their demand upon the board of estimate for a sum deemed to be no more than the necessities of the situation required, but were allowed only a little more than half of what they asked.

It is gratifying, however, to be able to record that the very judicious use by the board of the appropriations of the last and the current year, has met with signal approval from the public. The necessity for increased appropriations for educational purposes is now so universally conceded, as to inspire the hope that the board of estimate will derive courage from the manifest sentiment of the people, and in the future approve and allow such estimate as the board of education, with a clearer vision of our educational needs, may find it proper and expedient to ask for.

Nor is evidence of progress and improvement in our educational work to be found only in an increased, though still inadequate, expenditure for school buildings, and in the better accommodation for pupils, thus secured. At no time in the history of our schools were so much studious care and intelligent thought expended upon the construction of our school buildings, with a view to combine strict economy and rational taste, with conditions promoting the convenience, comfort and health of teachers and pupils, as during the last two or three years. A seat and desk for each pupil, even in the lowest classes, in the place of benches upon which, under the old *régime*, the little ones were huddled together, ventilation made practicable by other means than an open window with its exposure to injurious draughts, and the best adjustment of light which the situation and exposure would admit, are some of the provisions that have been made in all our new buildings.

To combine the requisites of convenience, comfort and health, within the limited area which it is often necessary to accept for school premises in our large cities, is a problem requiring no mean order of mechanical or architectural ability, besides much patient study, and close and careful calculation. To all these questions, it is believed our superintendent of buildings has addressed himself with marked and gratifying success.

AGES OF PUPILS.

In immediate connection with the subject of increased accommodations for the younger children in our city, there was urged upon my attention, quite early after my appointment to this position, the question of the ages of the children attending our schools. The legal school age, from five to twenty-one, is of little or no value as a standard by which to measure the range or quality of school work, which in all schools must, with rare exceptions, be wholly completed long before the maximum age is reached.

And here I would suggest, whether some amendment might not be made to the school law, which, without debarring any from the privileges of school, would still recognize and make as the basis of its estimates, the practical and actual limits of the educational period, which are between the ages of five and sixteen. For all practical purposes, or for statistics of educational work, the pupils between the ages of five and sixteen are all that we need care to know about. All beyond the latter age, should be treated as exceptional, well enough to make a note of in passing, but not in any manner illustrating, or significant of, the conditions of education in any community. Thus, we report for Brooklyn, an estimated population between the ages of five and twenty-one, of 210,000, all of school age. We report the whole number between those ages attending school, as 94,456, and an average attendance of 57,487. Why encumber the record with the numbers beyond a practical school age, not one in a hundred of whom has any connection with, or interest in school? Why put the city in a position requiring it to report a population of legal school age, less than half of whom attend school, and where the average attendance is only about 25 per cent? Let the schools be free, as now, to the few who may desire to attend them after the age at which the great majority of pupils sever their connection with school; but let some practical scheme be devised, whereby the ratio of those attending, to those who presumptively ought to attend, will have some significance and force.

The subject of the ages of children attending the Brooklyn schools was somewhat fully considered by me in my last annual report, and some facts were presented and conclusions drawn which may not be without general interest. In this conviction I submit the following extract from that report, bearing upon the

AGES OF CHILDREN ATTENDING SCHOOL.

“In order to devise a comprehensive and satisfactory scheme of instruction for 100,000 children, it is important to know at what ages, respectively, they enter and leave school. For those who enter school at an early age and remain a sufficient length of time to complete a fair education, a course of study should be devised which will accomplish that object in the most thorough manner. If, however, there is a large number of pupils who remain in school for only four or five years, the course of study should provide for instruction in those subjects which are likely to be of the highest practical value in after life; and much should be eliminated which would properly find a place if the time devoted to the course could be extended two or three years.

The pupils attending the Central School, the grammar grades and the primary grades are enumerated according to age in the annexed table. The ratio of the total number of pupils at the various ages to the whole number of pupils in the schools is also given:

AGES.	CENTRAL.		GRAMMAR GRADES.		PRIMARY GRADES.		ALL GRADES.			Per cent of whole number.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Total.	
20 to 21.....	.....	16	.....	2	.....	.....	.....	18	18	0.08
19 to 20.....	.....	32	.....	3	.....	.....	.....	36	36	0.06
18 to 19.....	.....	68	.....	14	.....	.....	.....	82	84	0.13
17 to 18.....	18	120	18	109	.....	.....	.....	229	255	0.40
16 to 17.....	24	126	113	384	.....	1	187	511	648	1.00
15 to 16.....	22	75	482	966	18	16	522	1,057	1,579	2.50
14 to 15.....	17	26	1,212	1,624	96	98	1,328	1,745	3,073	4.85
13 to 14.....	1	2	1,955	2,286	380	385	2,334	2,675	5,009	7.88
12 to 13.....	2	.....	2,334	2,320	1,079	990	3,415	3,310	6,725	10.60
11 to 12.....	.....	.....	1,659	1,597	1,833	1,786	3,492	3,383	6,875	10.58
10 to 11.....	.....	.....	1,001	921	3,087	2,885	4,058	3,806	7,864	12.40
9 to 10.....	.....	.....	817	502	3,767	3,589	4,078	3,891	7,969	12.55
8 to 9.....	.....	.....	.....	34	4,220	3,874	4,262	3,908	8,170	12.87
7 to 8.....	.....	.....	2	1	3,786	3,440	3,788	3,441	7,229	11.37
6 to 7.....	.....	.....	.....	.....	3,191	2,681	3,191	2,681	5,872	9.25
5 to 6.....	.....	.....	.....	.....	1,133	946	1,133	946	2,079	3.28

Referring to the above table we find that there are in our schools only 2,079 pupils between five and six years of age; that the number of pupils under eleven years of age in all of the grades is fifty per cent of the whole registry; and that the number under twelve is seventy-three per cent.

Were the necessary accommodations provided there would doubtless be a much larger number of children in attendance between the ages of five and eight, and their school life would thereby be extended from one to three years. Thus, whatever aspect of the existing conditions in our public schools is presented, the demand for increased primary accommodations is renewed and enforced.

The table also confirms the statement made in my report last year that the school life of the great majority of children ends at twelve. I then said: "The requirements of modern life demand that a boy, twelve years old, shall be able to write a fair hand and indite a creditable letter; he must be able to make out a bill, spell correctly, read intelligently, and speak and write with reasonable accuracy and clearness; and he must not only possess a fair knowledge of arithmetic, but be able to perform its operations with rapidity and precision."

The practical question brought home to us is: Are we doing all that is possible or practicable for these children during the period, averaging less than six years, which they remain in school? We have seen how it is practicable to extend this term of school life by providing accommodations for a larger number under eight years of age; but an examination of the table discloses other conditions demanding consideration and improvement.

The large number of children over twelve years old in the primary grades, and over fifteen in the grammar grades, suggests that pupils are detained too long upon some parts of the school course. Doubtless this condition is in some degree a natural result of that upon which we have already dwelt. Children entering school at

n and eight years of age, with little or no previous instruction intellectual training, cannot be expected to accomplish a given se of study at so early an age as those who enter at five or six. unfavorable conditions for instruction and study, which have 1 stated as prevailing in the lower primary grades, also tend to eade the natural progress of the pupils and thus to aggravate the now under consideration. Here again the remedy is to be found ie increased accommodations which shall open our schools to the e numbers at these ages waiting to enter their doors."

COURSE OF STUDY.

1 any well devised system of public instruction for a large and pact population, the course of study to be prescribed and ended, will be a matter of careful consideration. The present se of study for our schools was adopted many years ago, and ever well adapted it may have been to the needs of that time, conditions of natural growth and change which have intervened, ire its complete and thorough revision. Besides, the later policy erving better accommodations for primary pupils, making ticable a longer as well as an earlier training, together with a osed provision for an introductory class antecedent to the exist-regular sixth primary grade, and the opportunity which will be ded for smaller classes than now prevail, all combine to make vision of our course of study among the first necessities of our ols. The matter is now in charge of the committee of studies, ie board of education, who are making progress in its consider- as rapidly as is compatible with a careful review of the ques- 3 involved, and with the other duties of the superintendent, who been called in consultation with the committee upon the ect. The needs which the superintendent regards it as necessary eet in such a revision, are outlined by him, in a general way, ie following extract from his report :

REVISION OF THE COURSE OF STUDY.

The present course of study is defective in several respects, and uld be revised or superseded by another. The number of iches which the pupils of higher grades are required to pursue ne time is much too large. The most skillful teacher cannot essfully instruct a class in ten or twelve subjects. The effort he part of the pupils to study so many makes it impossible for n to concentrate their thoughts upon and fully master any one. much time is devoted to definitions and rules in arithmetic and nmar and to unimportant details in history and geography; and little to reading, composition, letter-writing and practical exer- s in arithmetic. Instruction in any branch of study, to be effect- requires a clear conception of the results to be attained. Les- s in reading should consist not merely in teaching pupils to name ds at sight, but in exercises whereby they shall increase their

vocabulary, learn to comprehend written expressions of thought, and add to their store of general information. Arithmetic should not be taught as a science abounding in technicalities to be memorized, but as an art of the most practical nature. The power of rapid and correct calculation should be acquired, together with the ability to solve a variety of problems by the application of a few principles. Instruction in grammar should consist largely in training the pupils to express their thoughts correctly, and with fluency and precision. The rules and definitions should be made to appear at the natural outgrowth of certain established forms in the use of language with which experience has made us familiar, and which are necessary to the full, clear and intelligible expression of thought. No good reason can be assigned for requiring pupils to study the history of the United States continually for three years, and geography for five, when it is possible for the pupil to gain all the information on these subjects that is of any real value by careful and intelligent reading under the direction of a competent teacher. The present course of study, while recognizing six primary and eight grammar grades, or seven years of study, calls for an amount of work which pupils of average intelligence cannot accomplish in less than eight years. The result is that the schools are not, as they should be, graded in accordance with the provisions and requirements of the course. In many of the schools children are detained two and three terms in the sixth primary grade, and more than one term in several of the higher grades. A reasonable minimum for each grade should be defined in the course of study, in order that all of the schools may be uniformly graded. The committee, to whom has been referred the revision of the course of study, have before them a work which, if thoroughly performed, will enable the schools of Brooklyn to comply with the popular demand for such instruction as will prepare the pupils to meet the requirements of every-day life."

QUALIFICATIONS OF TEACHERS.

The most ample provision in respect to number and size of buildings, and their thorough equipment with all the modern appliances for the promotion of the convenience, comfort and health of teachers and pupils, are only so much waste, or at least extravagant and needless expenditure, unless these are supplemented by a corps of competent and earnest teachers. A thoroughly good teacher will accomplish good results under even the most unfavorable conditions and surroundings; while a poor teacher will not accomplish good work under the best possible conditions. Indeed, a poor teacher is likely to become more awkward and incompetent, or more listless and indifferent, the more that facilities and appliances are multiplied for his use.

As superintendent, I have not failed to regard the question of the qualifications of teachers as of the first importance. On my ac-

sion to the office of superintendent, less than two years ago, I find about 1,300 teachers in position, with certificates practically limited in their duration. These were of varying grades, A, B and C, by which the degree of scholarship attained, and the right of admission to teach in the several grades, or to appointment as principals, was distinguished. Certificate "C" indicated the lowest degree of scholarship admissible for any teacher. Though, under the rules, good for only six months, not from date, but of service, it had become for the holder a means of admission to a practically permanent position as teacher. The board of education early took action practically to annul these certificates, of which some two thousand were in the hands of teachers, in the service of the board seeking such service.

The board further reduced to order and system future issue of certificates, by the adoption of the following

RULES.

II. It shall be the duty of the superintendent, on the third Wednesday of September, the third Wednesday of December, the third Wednesday of March, and at such other times as he may designate, to receive such persons as shall make application for licenses to teach such persons already in the employment of this board, as he or the teachers' committee, or a local committee, shall require to appear before him for examination. Examinations shall be conducted and licenses granted in accordance with the following rules:

1. Such examinations may be made by oral or printed questions, answers to which shall be written, or shall be partially oral and partially written.

2. The superintendent shall preserve a record of all examinations and qualifications in teaching, which shall be subject to inspection by any member of the board of education.

3. All examinations shall be held in the presence of such members of the board as shall desire to attend; and notice shall be sent to each member of the board at least one week prior to the opening of each examination.

4. Two weeks prior to each examination a notice shall be inserted in the daily paper for three days, stating the time, place and objects of examination.

There shall be five grades of certificates of fitness to teach granted by the superintendent, as follows:

(a) A certificate, to be designated and known as "Temporary B" shall be granted by the superintendent to all applicants who, upon examination, shall reach the standard of scholarship required. The holder of this certificate may be appointed to any primary grade, but shall be entitled to teach only one year unless such teacher is granted a "Permanent B" by the superintendent.

b) A certificate, to be designated and known as "Permanent B," shall be granted by the superintendent to the holder of a "Tempo-

rary B.," who, during one year of regular employment, shall have exhibited skill in imparting instruction and maintaining discipline; but this certificate shall not entitle the holder to teach a grammar grade.

(c) A certificate, to be designated and known as "Grade A," shall be granted by the superintendent to the holder of a "Permanent B," who passes a satisfactory examination in the principles and methods of teaching, and gives evidence in class-work of ability to instruct successfully a grammar grade.

Certificates of "Grade A" may also be awarded by the superintendent to those applicants who, in addition to passing the examination for a "Temporary B" certificate, furnish evidence of three years' successful teaching in graded schools, and pass the required examination in the principles and methods of teaching. The holder of a "Grade A" certificate shall be entitled to teach any class in a public school, but this certificate shall not entitle the holder to teach as head of department or as principal of a school.

(d) A certificate, to be designated and known as "Head of Department A," shall be granted by the superintendent to an applicant who, in addition to the requirements for the certificate of "Grade A," shall pass such an examination as the superintendent shall consider necessary in the principles and methods of teaching, and shall give evidence of ability to supervise a department. The holder of this certificate may be appointed as the head of a department.

(e) A certificate, to be designated and known as "Principal's A," shall be granted by the superintendent to an applicant who, upon examination, displays a higher grade of scholarship than that required for the aforementioned certificates, who shows a minute acquaintance with the science and art of teaching, and who produces satisfactory evidence of successful experience in school government and organization. The holder of this certificate may be appointed as principal of a school.

IV. Hereafter no person shall be appointed to teach a grammar grade who does not hold the certificate designated and known as "Grade A;" no person shall be appointed to take charge of a department who does not hold the certificate designated and known as "Head of Department A;" and no person shall be appointed principal of a school who does not hold the certificate designated and known as "Principal's A."

As there were also outstanding a large number of "B" certificates in the hands of persons not in the service of the board, but seeking appointments as teachers on the strength of these certificates, the board supplemented the foregoing rules by the adoption of the following resolution:

"Resolved, That from and after this date all outstanding 'B' certificates, except those in the hands of teachers now in the regular employ of the board, be considered of the same intent and effect as the temporary 'B' certificates described in the foregoing rules."

These rules and the above supplementary resolution largely reduced the number of applicants for positions in the schools, and made it practicable to subject those who should in the future offer their services as teachers to proper examination and tests of experience.

Under these regulations only those teachers holding "A" or "B" certificates are eligible to appointment. Teachers holding "B" certificates only, appointed since December 26, 1882, are only on probation for a year, during which period their skill and zeal in their work are subjected to the practical test of experience. At the close of their year's service they are notified that their certificates have expired, and they are required to present satisfactory testimonials from the principal under whom they have taught, or from the local committee of their school, or from both, as evidence to justify the superintendent in granting a permanent "B" certificate. The holder of a "B" certificate only, whether "temporary or permanent," is not entitled to teach in any of the grammar grades. An "A" certificate is given only to such holders of "B" certificates as have had at least three years' successful experience in teaching, and pass a satisfactory examination in the principles and methods of teaching. This certificate constitutes the holder eligible to teach a grammar grade, but not to appointment as the head of a department or as a principal. The conditions upon which a "Head of Department A" certificate is granted will be found under ("d") of the foregoing rules.

As showing the character of the examination for this certificate, I subjoin the questions used at a recent examination. It will be understood that the "A" certificate which the applicant holds is evidence of the requisite scholarship for the position of head of department, so that the examination is confined to evidence of the possession of other requisite qualifications for this responsible position. The following are the questions above referred to employed in the examinations for head of department certificate:

PRINCIPLES OF EDUCATION.

1. Give a comprehensive definition of education.
2. What part of a child's education is chiefly left for the teacher to direct:
3. Mention the faculties of a child's mind in the natural order of development.
4. Distinguish between intellectual power and knowledge. Between knowledge and culture.
5. A subject may be presented analytically or synthetically. Illustrate each method by an example.
6. Give examples illustrating the meaning of the following statements: "Ideas should precede words;" "Instruction should proceed from the known to the unknown;" "The teacher stimulates and directs effort, but all education is self-education."

METHODS OF INSTRUCTION.

1. Mention the several methods of teaching beginners to read. Give a lesson illustrating the method you prefer.
2. How may spelling be most effectively taught?
3. Subtract 27 from 93, and explain the operation as you would to a class.
4. Deduce a rule for finding the least common multiple of two or more numbers.
5. Give a model lesson for a class of beginners in grammar.
6. How may children be interested in writing compositions and trained to express their thoughts in good language?
7. Give an outline of what should, in your opinion, be the first term's work in geography.
8. Give an object lesson adapted to a class of the fifth primary grade.

SCHOOL GOVERNMENT.

1. State briefly the duties of the head of a primary department.
2. In what way would you endeavor to stimulate in the teachers under your charge a desire to instruct their pupils in the most skillful manner?
3. Mention the principal causes of disorder in a class, and state the method by which you would endeavor to remove each.
4. How would you discipline a child for willful disobedience?
5. How would you discipline a child for persistent inattention during recitation?
6. What methods of securing the willing obedience and attention of a class would you suggest to an inexperienced teacher?

To be eligible to a principalship, a candidate must exhibit a higher grade of scholarship than is required for other positions, must be well informed upon the science of teaching, and must give evidence of successful experience in teaching, and in the discipline of a school. The examination, which is partly oral and partly written, embraces the following subjects.

Grammar and Rhetoric, English Literature, Geography, General History, Civil Government, Bookkeeping, Physiology, Arithmetic, Algebra, Geometry, Trigonometry and Mensuration, Astronomy, Natural Philosophy, Chemistry, School Government and Methods of Instruction.

The beneficial effects of this system, in improving the character and standing of teachers, in stimulating in them habits of study and thoughtful application, are already apparent; but the highest results can only be wrought out in the slow progress of time, as incompetent teachers are weeded out, and their places are taken by those more competent.

TRAINING SCHOOLS FOR TEACHERS.

No system of education can be regarded as complete, that fails to make provision for special preliminary training of teachers for their

The ordinary work of the school room is two-fold in its character. A certain measure of knowledge must be possessed by the teacher and imparted to the pupil. But in the acquisition of this knowledge, the mind of the pupil is to be trained in careful and systematic habits of application and thought, to the apprehension of principles, to skill in methods or processes of investigation, and to readiness in the application of knowledge to practical uses, and to laying further researches in the domain of truth.

What the teacher does not himself know, he cannot teach or impart. Hence, the first requisite of the teacher is learning. But to learn, does not necessarily imply skill in imparting knowledge, or in arousing the faculties of others to its acquirement. It is this in the training of young minds to acquire knowledge, this natural or trained aptitude, which is most needed by teachers, and is more needed than when they first enter upon their work. Natural aptitude or endowment for teaching is a rare gift, as rare as special endowments which in other departments of action give eminence to a few. Hence the importance of special preparatory training, whereby natural gifts may be improved, and the methods of teaching that have proved most successful, may be acquired, and successfully practised.

Upon this topic, I took occasion to speak as follows in my last report, wherein I renewed previous recommendations :

TRAINING SCHOOLS FOR TEACHERS.

I would respectfully renew my recommendation of last year that schools for the training of teachers be established. I then said : These schools should be strictly professional, reviewing only the elementary studies, and doing this for the purpose of exhibiting improved methods of instruction. The study of methods, however, should form the least important part of the real work of a training school. In a school organized simply for the training of teachers, the first and second floors of the building would be occupied by primary classes. The students in the training school, after discussion with able instructors the principles and most approved methods of teaching, would be placed in charge of these classes and required to teach them, applying the principles and testing the methods in which they had previously been instructed. They would do this under the direct supervision of the principal of the school, who at regular intervals would call them together, criticise their work, and give such advice as every new teacher needs in order to become proficient in the calling. Persons showing a want of tact and skill in managing and interesting a class, serious infirmity of temper, or lack of energy, would be advised to discontinue their connection with the school as pupil teachers, and only the most promising would receive commissions and become candidates for positions in our schools. It may be urged that the primary classes in such a school would be poorly instructed. The instruction would certainly compare

favorably with that now given in the sixth primary grades, most of which are almost continually under the care of teachers wanting in training and experience. Not only would the primary classes in the training schools be smaller and more easily managed, but the teachers would receive more assistance from the principal and instructors, and exert themselves more to do good work, as their standing and the possibility of graduation would depend directly upon the success of their efforts."

"Not less than 500 candidates for positions as teachers, all holding the proper certificate, are urging their claims upon the consideration of the board through its constituted committees. Some means should be devised, whereby those who are best qualified shall be selected for appointment, as vacancies occur. The tenure being practically permanent, it is of the first importance that these selections be made with care and discrimination. The establishment of training schools, properly conducted according to the above outline, would materially aid in this work of judicious selection. The aptness and skill of the candidate would be tested before her appointment, and would be among the considerations upon which it would depend."

It is gratifying thus to be able to report rational and satisfactory progress and improvement in the work of public instruction in this city. We are far short of an ideal perfection. That indeed we may never attain, but our work is in that direction; we are taking no backward steps. We institute no comparisons with the methods or systems of others, but gather from them all that we can find of worth and value, and use it as a guide and an aid in our own further progress.

The fundamental want of our schools is that they should *cost more*, then they would be *worth more*. When the time shall come that they will cost all they ought to cost, the educational authorities of the city will see to it that they are worth all they cost. An enlightened public sentiment, will we trust, before many years, so re-inforce the advanced position of the board of education, as to make its voice before the financial authorities, potent, as the voice of the people.

CALVIN PATTERSON,
Superintendent.

LEWIS COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In accordance with your request, I respectfully submit the following report in regard to the condition and wants of the schools under my jurisdiction.

The condition of the schools for the past year has been marked by such improvement as to encourage the friends of education, and

think will compare favorably with those of surrounding districts, as they have by no means attained perfection. The State has been very liberal toward those who wish to qualify themselves for teachers, and those who do not wish to avail themselves of the opportunities thus afforded, should be deemed unworthy of a license. The people of the State of New York, may justly regard with pride and satisfaction their normal schools, as their influence for thorough and practical instruction is without limit, and they have worked a revolution in the methods of instruction. I have observed with satisfaction, a growing tendency on the part of teachers in this district to avail themselves of the advantages of normal instruction. There are at present 19 normal teachers, teaching in this district ; two of them are graduates.

I have made 156 visits to schools in this district during the last school year. On these visits I tried to ascertain the kind of work in which the pupils had been engaged, also, the manner in which they had performed it.

TEACHERS' EXAMINATIONS.

I held, during the year, 16 public examinations, which were well attended. My questions have been partly written, and partly oral, and of that character which enable me to determine, more nearly than any other, the applicant's manner of teaching. There should be certain requirements in addition to the educational qualifications, in the way of a thorough understanding of modern methods of teaching.

TEACHERS' INSTITUTE.

The institute was held at Martinsburgh, Oct. 1 to 5 inclusive. There were 109 teachers registered and in attendance most of the time. The instruction was largely devoted to the theory and science of teaching, the primary branches occupying much of the time.

Instructors DeGraff and Newell were well received. This next spring we expect to have a normal institute at the expense of the teachers. This institute will be conducted by Prof. DeGraff.

SCHOOLS AND SCHOOL-HOUSES.

There are in this commissioner district, 102 school districts, which employed at the same time, for 28 weeks or more, 110 teachers. The number of children who attended these schools some portion of the year, was 3,314. Not a little of my time was used in urging the people to either repair the old school-houses, or build new ones. It is sometimes true, that the oldest and most dilapidated building in the district is the school-house. Those opposed to building rarely admit the fact. I have succeeded in getting two districts to build new school-houses. Several districts have repaired their school-houses in such a manner that they are nearly as good as new ; others have been put in a comfortable condition.

I am pleased to say that, in my endeavors to raise the standard of intellectual and moral requirements on the part of the teachers, I have had the generous and hearty support of the patrons of the district.

Trusting that another year's experience may enable me to make a more extended report, and thanking the Department for past favors, I remain,

Yours respectfully,

ROYAL T. DAMUTH,

School Commissioner.

CONSTABLEVILLE, *November 30, 1883.*

LEWIS COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I respectfully submit the following report concerning the condition of education in the second commissioner district of Lewis county.

The year has been one of marked progress. This is due to increased interest and effort in educational matters. Praise is due to trustees, for their efforts in building and repairing school-houses, and to furnish them with greater comforts and more modern appliances ; to teachers, as a class, for their earnest endeavors to take advantage of every opportunity and means to improve themselves and their schools ; to the press, for encouraging improvement ; to a majority of the patrons and friends of the schools, for sustaining and encouraging trustees and teachers in their efforts. Perfection is not reached, however. Much, very much, remains yet to be done. A good work has been but begun.

SCHOOL-HOUSES.

Perhaps in no direction has the improvement been more marked than in school buildings. Seven new school-houses have been built during the year as follows : District No. 9, Montague ; Nos. 3 and 4, Watson ; Nos. 15 and 16, Diana ; No. 4, Denmark ; No. 6, Croghan. Four houses are now in process of erection in the following districts : Nos. 20 and 22, Croghan ; Nos. 8 and 13, Pinckney. Quite extensive repairs have also been made in some of the districts, notably, Nos. 1 and 5, Lowville ; Nos. 2, 6, 9 and 10, Denmark ; No. 6, New Bremen ; No. 8, Harrisburgh, and various repairs of minor importance in other districts. Many houses still remain which are sadly in need of repairs, which will doubtless be made during the next year. There are some who still declare that the old things, which have served for several generations, are good enough. I have never known one of these people, however, to visit

the schools. They will insist that the old jack-knife desks, which have been carved for generations, — straight backed — far apart — desk high above the reach of smaller scholars, producing distorted bodies, cramps, restlessness, etc., etc., are good enough. But these same people are constantly increasing home comforts, and if they were compelled to sit for six hours each day at these same desks, they would, I think, instantly cast their votes for the small tax which would produce the needed repairs. Many are beginning to look at these things in their true light.

We may be allowed to diverge for a moment to draw a rough sketch of one of these houses. The room is about 15 by 20 — very low, plaster dropping off. There is a single aisle in the middle of the room. There are six desks, three on either side of this aisle, and opening into it. These desks are long; into the space between them, which resembles a kind of pen or stall, five children can be packed if necessary. The further end of the desk being against the wall, the only egress is at the aisle. When the pupil next the wall is called to his class he makes his exit by climbing over the intervening four, or causes them all to rise and get out of the way. His re-entrance is executed in a like graceful manner. The backs of the seats are straight and high. The seat is very narrow and so high that the feet of the smaller children do not touch the floor. The perpendicular support of the desk is from six to nine inches from the seat. The top of the desk is narrow and very high. To teach good penmanship on these desks is impossible. The contortions which pupils undergo in their attempts to write, if they did not induce a feeling of pain in the beholder, would be ludicrous. Some of these desks on the other hand are too low, and being far away, the pupil is obliged to lean forward and becomes round shouldered. Thirty children can, as was indicated above, be packed into the narrow space which these six desks occupy. There are about forty children in the school. The remaining ten, usually the smaller ones, are deposited, or rather shelved, at intervals upon a narrow seat which is placed against the wall and passes around the open space in front of the desks. This seat also serves as a recitation seat. Some of these children cannot reach the floor with their feet while sitting. They have no desk in front of them. The blackboard is really quite liberal in size; it is not the very small fraction of one which you see in some schools. There is also a good new table for the teacher. You are thankful for these signs of life, these two straws, upon which to pin a faint hope of deliverance. There are no crayons, but large unwieldy pieces of chalk, such as carpenters use. "The trustee said; these were 'good enough'" says the teacher. A water pail occupies part of the recitation seat. Part of its contents dampens the floor for some distance around it. A large stove occupies the center of the vacant space. It has seen hard times. Some of its legs are gone, but bricks and stones give a precarious support to its tottering age. A chasm yawns in its side. The side fell out one day. Unfortunately the teacher and

scholars succeeded in picking up the embers and restoring the stove to its place — the school-house did not burn. There is a large pile of green wood near the stove.

School is called in the morning; there is a knot of children crowding each other about the stove, and kicking large quantities of snow from their feet, letting large balls of it melt upon the floor and hearth. We pass by the agonies of the teacher in starting that fire. Some minutes, after the raps on the window have ceased, are spent in trying to get warm. Finally, all are peremptorily hustled off to their seats, amid mutterings as to cold, etc., and lessons begin. The green wood has begun to burn. The stove is filled to its utmost capacity. Later in the day you visit the school. The teacher gives you a seat near the stove. The boys, near the window and wall where the plaster is gone, complain of the cold. More wood is placed in the stove. It begins to grow red in spots. The faces of the children near the stove turn red, and they screen them with their books. The boys at the wall are freezing their backs. Coming in from the fresh air, it seems to you that the ventilation is not good. You look about. The face of the teacher is flushed with an unnatural and unhealthy color; she looks very tired and unwell. Between the lathing overhead and up through the shingles you perceive some rays of light; surely, that must give some air, for it sometimes lets the rain through; but the room is small, and there are forty children in it, and they keep breathing. The fire gets hotter; the room seems to grow closer. There is a choking sensation in your throat. A dull heavy sort of pain seems to come into your head. You feel that you would like to thrust out the walls on either hand and push up the ceiling, it seems so small. You examine the door. It is a single door of inch boards fastened with cleats; there is a large space at the bottom, but it gives you not a breath of hope. It only makes the little boy near it complain of cold, and more wood is put on. You become desperate. You suggest to the teacher that the room seems close, and request to be allowed to open the door a little. You take a seat near it and revive — you live once more; but there is a complaint of cold. You quietly close the door and suffer, till you can endure it no longer. You excuse yourself; you hasten; you rush into the cold air, and thank heaven for it, preferring freezing to suffocation. You could scarcely endure it thirty minutes; the children and teacher stay there all day. It is true the teacher has a headache every afternoon, and is prostrated with lung fever in the spring; but Mrs. Smith says: "She al'as was rather ailin'. Them Joneses ain't very strong contitutioned anyhow." This school-house murdered one teacher, and fastened disease upon another for life.

The trustee over there on the ——— road says: "Well, that's not our school-house he's describing. We've got a good stove anyhow, and nobody ever died that taught in our district."

You are right I-plead guilty to the stove. It is a veritable school-house stove, nevertheless, but it belongs to another district, and the

that murdered the teacher, I think is located in the other corner district, but if you will take the trouble to visit the school, you will find the remainder of the description essentially true. This is no fancy sketch gotten up for effect, nor is the picture overdrawn. You have not to go far to find the reality.

In some of these districts the majority of the children that attend the school are very poor, while most of the taxpayers are rich and have no children to educate. They sometimes give in to these poor. Better educate them properly. Surrounding indirect influences often have more to do with forming character than the direct influence of the teacher. The uncongenial education is too little appreciated and understood. These children become rough and uncouth, like their surroundings, and can blame them? Instead of sending missionaries to some of these, better fit up the school-house pleasantly. The school, with a good teacher, can do as much, and I sometimes think, much more than the preacher, to elevate, refine and ennoble.

I do not present the above picture in the spirit of fault finding, but in the spirit of encouragement. There never was more reason for encouragement than at the present time. We are advancing, but evils presented in their true light will cure themselves. The steadfast gaze of truth will dispel the darkness and banish the evils.

The school-house ought to be the pleasantest place in the world. The house in the district should be more pleasant. There are three elements which will contribute to this end: 1. The patrons should have a neat, well-ventilated and well-furnished school-house. No money spent in this direction is money thrown away. The vicinity in which such a house increases the value of their property, and above all, its educational advantages and effects upon the community cannot be estimated in money. The house should be well supplied with apparatus and modern furnishing, particularly as to the desks. True that "home-made" desks *can* be made comfortable and strong like the modern improved desks, but as a matter of fact they are very seldom so made; and so rapidly and sharply has the competition in this trade increased, that the improved desks at the present prices are in the end most economical and durable. 2. The teacher is a very important factor. With the tact, of which a good teacher is possessed, and the little appliances, contrivances and apparatus of her own, and with perpetual cheerfulness, of which she should have a stock at hand, who can estimate her influence? 3. The children, watched carefully by the parents and encouraged by the teacher, whose every action should be supported and sustained by the parents, who should never fall into the foolish and dangerous habit of listening to complaints of pupils out of school concerning the teacher, but should freely consult and advise with the teacher of the progress and conduct of their children,—the children, under these auspices, will be in the spirit of co-operation with the teacher, and will voluntarily do a great deal, each in his

individual way, to make the school a pleasant place. These three elements working in harmony will make the school what it should be, not a prison pen from which the child would gladly escape, but a place to which in after life he will revert with pleasure, as a stepping stone to a higher and nobler life.

TEACHERS.

The quality of the teaching has improved. The importance of the profession is being more fully recognized. Praiseworthy efforts have been put forth by most of the teachers to improve themselves in their calling. More willingness has been shown to take advantage of opportunities and every suggestion for self culture. The reflex of an active teacher upon the school is always apparent. When the teacher studies the school improves, and the schools in general manifest activity and vigor in proportion to the studious habits of the teachers.

To partially supply the lack of professional training on the part of teachers and the lack of professional books, the following plan has been adopted during the past year with good success: The following professional books were recommended by the commissioners: 1. Spencer's "Education." 2. Col. Parker's "Talks on Teaching." 3. Swett's "Methods," or DeGraff's "School-Room Guide," as teachers might choose. By a special arrangement with the publishers for the benefit of the teachers, the three books in a set have been furnished teachers at nearly half the retail price. By this arrangement nearly 100 sets have been sold. This is doing well, though 200 sets should have been sold. The best teachers (rather than the poorest, who need such helps most), have been the first to seize this opportunity, fully appreciating its value to themselves in self-culture, improvement in teaching, and consequent increase in wages, and that money spent in self-improvement always pays. Any one of these books placed in the hands of a teacher cannot fail in ultimate benefit to the schools. Its value cannot be estimated by its price. It is proposed by the commissioners to base their next examination in methods upon these books. We trust the time will soon come when the price of this class of books and school text-books as well, will be put down to a level with the cheap rates of almost every other class of modern literature. These books seem to be the last to yield to reform in this matter while they should be the first.

An increase of attendance over the previous years at the teachers' institute is also an index of renewed life among the teachers. The institute was held at the village of Martinsburgh during the week beginning October 2. There were 109 teachers in attendance with an average attendance of 75. The attendance of the preceding year was 85; average, 64. The institute was ably conducted by Prof. E. V. DeGraff, assisted by Prof. L. B. Newell. In the opinion of the teachers the institute was the most profitable which they had attended in many years.

COMPULSORY ATTENDANCE.

It has been suggested by some of the commissioners that, under the law making it the duty of the State Superintendent to make all rules regulating the conduct of teachers' institutes, a rule could be put into operation compelling the attendance of teachers at institutes. Such a measure would receive my most hearty approval and indorsement for many reasons, chiefly the following :

1. It is in harmony with the compulsory education act. Reasons which would make attendance of children at school compulsory would apply with like force to the attendance of teachers at institutes.

2. The State is at great expense to furnish instruction to her teachers. She has a right to say that they shall receive that instruction, as a necessary qualification precedent to a license to teach.

3. The commissioners may in some instances exercise a mild compulsion by requiring such conditions as the above, but such action is too limited and not far-reaching enough in its effects to meet the needs of the teachers and the schools.

4. Those teachers who need institute work the most are the last to attend. The best teachers eagerly avail themselves of this and all other opportunities for improvement, but the poorest teachers are the hardest to reach. There are 220 teachers in the county not half of whom were in attendance at the last institute.

5. Many of the teachers are dilatory and irregular in attendance. The requiring of a certain time of attendance would have a tendency to check this evil.

6. For the above reasons and others, a compulsory attendance rule would I think increase the attendance, stimulate teachers to more careful and thorough preparation, and consequently be a great benefit to the schools.

7. It is further recommended that a certificate of attendance upon an institute for a certain number of weeks be required to be presented to the commissioner before the applicant can enter the examination for a license.

A ONE-WEEK'S INSTITUTE INSUFFICIENT.

It is beginning to be apparent that a one-week's institute does not meet the demands and needs of teachers. We think there should be something equivalent to a normal course for teachers in every county, giving specific training in the science and art of teaching. Many reasons could be given for a longer institute.

1. In one week a beginning only is made in a variety of subjects, and a topic here and there is discussed. The work though excellent is yet fragmentary and unsystematic ; nothing is completed.

2. Older and more experienced teachers can not receive so much profit as they might from a more extended course, from the fact that the institute being occupied so much with the same class of work each year, and that mostly of a primary character, much of it

is to them repetition, rather than a means of growth. Some of the best teachers and those most regular in attendance have expressed this want and a desire for a longer and more systematic course.

3. The attendance at a longer institute would probably be larger and more prompt and regular, particularly if it were made compulsory, unless reasonable excuse could be given; or if the time of attendance were made a necessary condition for obtaining a certificate; and if a small tuition were charged.

The teachers of the county have taken upon themselves to supply this need by proposing to hold at Lowville next April an independent

NORMAL INSTITUTE

of four weeks to be conducted by Prof. E. V. DeGraff, who has consented to hold such an institute, furnishing a faculty of three or four instructors and providing several popular evening lectures aside from those furnished by the instructors, provided a class of fifty teachers at a tuition of ten dollars each could be secured, a class of one hundred being desired. A committee of teachers from various parts of the county was chosen at the institute to take the matter in hand. Seventy-nine names of teachers who wish to attend have already been sent to the committee. The teachers have manifested much energy and enthusiasm in this matter, and with the encouragement and assistance of the people which it deserves, the institute will be a grand success, and cannot fail of great benefit to the county and locality where it is held.

TEACHERS' ASSOCIATION.

The county association meets semi-annually usually in June and January in different parts of the county. The time of the session has been lengthened from one day to a day and a half with satisfactory results in increased attendance and interest. The work done by the teachers has become more practical in its tendency, and hence more beneficial. The next meeting will be held at Port Leyden January 18th and 19th.

TOWN ASSOCIATIONS.

The teachers of the towns of Lowville and Denmark, respectively, have formed themselves into town associations for mutual aid and discussion. These associations are, we think, very beneficial, and should be organized in each town.

STATISTICAL.

There are 124 school districts in this commissioner district, ten of which are joint districts having school-houses in other counties. There are 5,771 children of school age, 4,015 of whom attended school some portion of the year. The average daily attendance was

less than it should be. Too little attention is paid by teachers to regularity of attendance. Two hundred different teachers were employed during the year. Of only were males. One of these was a normal school and one held a State license. Three have had some in a normal school. Two held certificates of graduation teachers' class. It is thus apparent that the normal schools help us with practical help, and as there is no teachers' class yet, we must shift for ourselves as best we can in prof-essing. There are two teachers now teaching who hold first missioner's certificates; sixteen of the second grade; under are third grade, some of which are granted on con-work performed.

Value of school-house sites is estimated at \$7,207; value of houses, \$43,637; assessed valuation of districts, \$4,119,000 were expended for school purposes, during the year, of which sum \$12,014.93 were apportioned from the treasury.

Apportionment of library money is for the most part a useful but we think a school library ought to be encouraged. It should be allowed to expend a certain sum in this direction, with encouragement from the State that a certain percentage will be added by the State. The trustee should also be allowed to expend a limited sum each year for school apparatus with the vote of the district, with the approval of the commission. A very small amount each year would keep each school supplied with good apparatus.

TEACHERS' WAGES.

There has been an advance in teachers' wages during the past two years. We give below the average of wages paid during the years 1881 and 1882:

	1881.		1882.	
	Winter.	Summer.	Winter.	Summer.
.....	\$4 85	\$3 99	\$5 54	\$4 59
..	4 44	4 10	5 95	5 46
.....	5 40	4 34	5 60	5 17
h.	4 82	3 79	5 36	4 27
.....	5 46	4 75	6 12	4 88
.....	4 56	3 45	4 92	4 03
en.....	4 62	3 97	5 04	5 14
.....	5 57	4 36	5 77	4 48
.....	4 12	3 12	5 90	4 35

Teachers are often the first to demand the highest increase. Trustees sometimes make a mistake in supposing that, because wages have increased, any teacher who may apply should re-

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The total value of school-house sites is estimated at \$7,207; value of school-houses, \$43,637; assessed valuation of districts, \$4,119,-

There were expended for school purposes, during the year, \$192.94; of which sum \$12,014.93 were apportioned from the State money.

The apportionment of library money is for the most part a useful labor, but we think a school library ought to be encouraged. The trustee be allowed to expend a certain sum in this direction,

with the encouragement from the State that a certain percentage of this sum will be added by the State. The trustee should also have power to expend a limited sum each year for school apparatus without a vote of the district, with the approval of the commissioner. A very small amount each year would keep each school supplied with good apparatus.

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Freeville.....	5 46	4 75	6 12	4 88
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Bremen.....	4 62	3 97	5 04	5 14
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Freeeson.....	4 12	3 12	5 90	4 35

Most teachers are often the first to demand the highest increase in wages. Trustees sometimes make a mistake in supposing that, if wages have increased, any teacher who may apply should re-

ceive the highest wages, and are then sometimes disappointed with poor teaching and a poor school. Teachers should be hired, as an employer would engage persons in any other employment, according to their ability and experience. Some teachers do not earn even a fraction of the wages which they receive; while others do not receive one-tenth part of what they earn as educators.

TEACHERS' EXAMINATIONS

are held twice a year. Teachers were examined upon the following subjects; Arithmetic, Language, Geography, U. S. History, Civil Government, and Methods of Teaching. One hundred and thirty-four persons were examined at the spring examination. Of these, about sixty passed the required seventy per cent of the questions. Of those who did not pass, it became necessary to select the best or deprive the schools entirely of teachers. It became necessary to license over forty of this class of teachers. Certificates of this kind were granted on the following conditions: 1. That such teachers should procure certain books specified by the commissioner on the subjects in which they were specially defective and on methods of teaching, and should follow out a certain course of study in these books. 2. That they should perform satisfactorily certain specific work laid out by the commissioner. This work was in the form of questions, which were to be studied carefully by the teachers, and the answers afterward written out in full and sent to the commissioner. The teachers, with very few exceptions, manifested much interest in this work, and the answers handed in were very satisfactorily done. It was thought by some to have been as beneficial as a term in school. It has been the constant aim of the commissioner to stimulate study as much as possible, and the teachers as a class have responded in a very creditable manner.

One of the most annoying circumstances in connection with the whole work of the commissioner is the constant demand for private examinations after the public examinations have been held. It would seem that ample opportunity had been given, and yet out of 117 examined at the last fall examination 33 asked for private examinations. The number and variety of excuses presented for non-attendance at the public examination is quite remarkable. Sickness seems to have prevailed to an alarming extent, and with many the intention to teach occurred long after the examination.

Special attention has been directed during the past year to the subject of

LANGUAGE

with special reference to reading, which I think is the poorest taught subject in the schools. The reading is unnatural, without expression, the pupil evidently having little and sometimes no idea of the thought contained in the words. Pupils do not recognize words readily. They attempt too much, and endeavor to read pieces beyond their comprehension. The result is sometimes horrible.

At this subject has been the topic of discussion by many of the teachers during the past year, and many are evidently beginning to put more *thought* into the work; and in the broader field of language, including observation, thought and expression of thought, a gray dawn of better work is beginning to appear. Special reference was made in the last report to

DISTRICT No. 2, LOWVILLE.

A revival of interest in school matters has been manifested in this district during the past year, which is commendable. Attention being directed to the inadequacy of school accommodations, and a need of enlarged and more convenient facilities in this direction. We trust that the subject will receive the attention that it deserves, and a full and free discussion of the merits and defects of any plan which may be presented, and that the course will be adopted which will best subserve the interests of the village. Any plans may be presented and discussed, and should be weighed according to the merits of each, nor should political considerations or personal prejudice be allowed in the slightest degree to influence the decision. We give below various plans which have been presented by different individuals, endeavoring to give each its true weight of importance without prejudice:

First — Form a union graded school out of districts Nos. 2 and 3, building a new school-house on vacant space northwest of the Baptist church, between State and Easton streets, or on vacant space east of the Methodist church at center of square; the school to consist of three grades, the academy to take the place of the fourth, or the highest grade, but to be independent of the school. In that case, as the school would draw somewhat from the academy, it would be necessary to increase the endowment of the academy so that an efficient corps of teachers could be maintained from the endowment fund, and a large teachers' class sustained, thus making the academy an academy proper, to which the school should be added according to the standard of entrance fixed by the academy. This plan would doubtless elevate and improve both academy and school, and the probabilities are that the attendance at the academy would increase. This plan would probably be more expensive than any of the others, but would in the end produce the best results as the village increases in size and improvements.

Second. — A union school as above, not building a new school-house, but enlarging the one on State street for two departments, using the Valley street house for a primary department; or, enlarging the State street school-house sufficiently for the three departments, with four or five teachers, as may be necessary. This plan would be less expensive than the first, and would produce nearly as good results.

Third. — A union school connected with the academy, the trustees to turn over the property of the academy to the union district,

with the proviso that an academic department is to be always maintained in the school, the school and academy to occupy the academic buildings, which it would be necessary to overhaul and remodel to suit the needs of the school. This plan would probably not be more expensive than the second, and would produce like results, while it would have the advantage of unity of system, and would also be of advantage, financially, to those having children to educate. It would, however, doubtless meet with opposition from those who prefer to see the academy maintain an independent and separate existence. It is true that the graded schools have in some places crowded out the old line academies, but this need not be of necessity, for some of the academies more liberally endowed have maintained their position, and there are worthy features in connection with them which it is best in some form to retain. To be a friend of the graded school is not necessarily to be an enemy to the academy, and *vice versa*. Both can live. Moreover, a prejudice seems to exist in the district against graded schools which seems to rest upon a misconception of what a graded school really is, and to be entertained by those who have not visited these schools, or investigated their workings. The source of this prejudice I am not able to determine.

Fourth. — The schools to remain as they are, the State street school-house to be enlarged and graded, with four or five teachers, as may be necessary, so as to accommodate all the children of the district, the property on Valley street to be sold. The school could then be easily graded at no expense and with no injury, but rather benefit, to the academy. This plan would be apt to give the district a larger share of public money than at present. It would have the great advantage of unity, and as a medium course in all respects will be likely to receive strong support.

Fifth. — The districts to remain separate, State street house to be enlarged for four teachers, a primary principal, with class room assistant, and a higher department with principal and assistant, the principal of the higher department to have charge of the whole school; the Valley street school to remain an ungraded school at present. This plan would probably be as expensive as the fourth, and would have the disadvantage of lack of unity.

Sixth. — The schools to remain as they are, a new school-house for another ungraded school to be built somewhere on the outskirts of the village or in some by-street. This plan might be the least expensive for the present, but would in no way improve the schools. It will be advocated chiefly by those who care little for improvement in education and whose only motto is — “keep the brats out of the way.” While this plan might for the time being dispose of the irrepressible youngsters it would rather retard than conduce to true advancement.

It will also be advocated by those people who still repeat the old argument, “what was good enough for me when I went to school is good enough for my children.” It is needless to occupy space with

guments refuting this statement. Suffice it to say, "The world moves," and with strange inconsistency the advocates of the above doctrine will persist in riding on railroads, writing with lightning, talking through telephones, increasing every comfort at home, and seizing upon the latest improvements in machinery and farming implements. The statement is utterly false in education. What is good enough for you when you went to school, is *not* good enough for your children, any more than the old, lumbering coach is good as the railroad or telegraph to bring to the impatient politician the news of the election, or than the old scythe is as good as a mowing machine to the farmer.

Space will not allow us to present at length arguments for or against any of the above plans. They are simply presented with the hope that they may be freely and fully discussed, and that out of the discussion some positive scheme of improvement may be adopted, for it is pretty well admitted that something ought to be done. Two qualities should characterize any discussion of this kind; first, it should be unimpassioned; second, it should be exhaustive, and decisive action should result from it; certainly nothing but good can come from a fair discussion, and no one who has any interest at all in the schools would refuse to candidly consider the matter; for to refuse to discuss the condition of affairs is tacitly to admit their defects and acquiesce in them. Advancement is then possible.

We have endeavored to make a fair statement of the above plans. The adoption of any one of them, except the last, would in my opinion be a decided improvement.

SCHOOL DISTRICT QUARRELS.

Reference was made in the last report to the large number of school quarrels in the district. Many of these difficulties have been satisfactorily adjusted during the year; but a few of a very vexatious nature still remain unsettled, chiefly for the reason that the school is inadequate to meet the cases. In this regard we respectfully submit that the law is chaotic, and, in many cases, practically devoid of remedy. In witness we ask your particular attention to district No. 11, town of Harrisburgh. There has been a dispute in this district for many years as to school-house site. As a result the old school-house was burned some three or four years ago. School has since been held at irregular intervals in private houses. No school report was ordered by the trustee in 1882 or in 1883. We have endeavored to persuade the people to build. The district went so far as to vote tax at the annual meeting in 1882 and to designate a site for that purpose, but the trustee took no action to carry into effect this vote. The district was then asked to allow the district to be annulled and annexed in parts to other districts, but refused to consent. The only course left is the long and tedious process of trial before the supervisor and town clerk and subsequent appeal to the State Super-

intendent. And if a division were then decreed a manifest injustice would be done to quite a number of children in the district who are now, and would be then, practically deprived of school privileges, of which they are sadly in need. The plain common sense view of the case is that the district should be ordered to build a school-house in the exact center of the district so near as can be determined by disinterested parties. As it is, the matter may continue to drag out its wearisome existence for ten years and nothing be done, and these children be deprived of the means of education. In this and in many other cases it is apparent that more authority should be lodged with the commissioner, supervisor, or some county officer, to bring these matters to a more speedy and decisive issue, being subject, of course, to appeal to the State Superintendent.

It has also been suggested by parties interested in other difficulties that affidavits alone are inadequate and unsatisfactory grounds upon which to decide matters of appeal to the Superintendent. It is suggested that difficulties of a certain nature be first tried before the commissioner, or some person appointed by the Superintendent for that purpose, and that full evidence be taken, which, as well as the affidavits, should be submitted to the Superintendent.

RECOMMENDATIONS.

It is with reluctance that we attempt to criticise any feature of our school system, since motives are so often misconstrued, and the cry of fanaticism and hair-brained folly is so frequently raised at every move toward improvement. And yet this is no cause for fear; and, moreover, since it is the usual tribute of respect which humanity pays to every step in advance, it is rather a cause for congratulation, a seal of approval which truth often capriciously fixes upon her offspring, and an evidence of genuineness. We express our convictions as to the condition of affairs and remedies for their defects. Time alone will either consign them to the oblivion which they may merit, or vindicate their truth. To that just tribunal we willingly submit.

The conviction is increasing that the school system of the State has many radical defects, which it will become necessary in the not distant future to seriously consider.

1. *School supervision.*— We renew the suggestion of last year, that the supervision from Superintendent down, and especially that immediately exercised by school commissioners, should be removed, as far as possible, from direct political influence.

2. *A common school course.*— We think it would stimulate intellectual effort, and elevate the standard of education if a common school course of study was established. The Regents' system of examinations has done an important work in this direction. It is the first step toward a more complete and unified system. This plan should be enlarged, more thoroughly systematized, and extended to the common schools, diplomas of graduation being granted upon its completion.

3. *Teachers' qualifications.*—Certain specified qualifications could be established by the State as a necessary prerequisite to admission to a commissioner's examination for a license, such as: (1) Literary qualifications, of which a Regents' certificate of a certain grade should be evidence. (2) Regular attendance for a specified time at a teachers' institute, or a teachers' class at an academy. (3) The completion of a course of study in professional books upon the theory and practice of teaching.

4. The institute should be prolonged to four weeks, as suggested above, with a graded course of instruction, certificates being granted upon its completion; or, a teachers' class, under the direction of skilled instructors, should be established in every county.

5. We hail with pleasure the efforts being made in the large city toward industrial education and manual training. We trust the time will come when a work shop will be found in connection with every village school, and the coming men and women will be educated up to the true dignity of honest toil. History demonstrates the fact that the back-bone of society and the State, the sturdy energy and strong lever of business, and the best blood and brain of the city come from the farm and work-shop. Life has educated men better than the schools. Toil was their best tutor, and humanity is beginning to learn that the curse pronounced in Eden is man's greatest blessing.

PROGRESS.

In conclusion, I am a firm believer in progress — not a fanatical cry for a constant change, simply for the sake of something new, but a healthy growth. Truth reveals itself by little, and when an open door of progress appears, it is our duty to enter and proceed trustingly so far as the light reveals a sure pathway. He who keeps his gaze constantly upon the past, glorifying the "good days," and bemoaning the degeneracy of the times, is untrue to the present, unworthy of the future, and false to the spirit of that ancestry which he exalts. We should view the past for its teachings, seize the present for its opportunities, with a fixed gaze and hope in the future, and a firm faith in human progress. Truth is only begun to reveal herself. The human intellect has scarcely learned to walk alone. The wonderful development of the past is but an index of what is yet to be revealed.

'Worshippers of light ancestral make the present light a crime; —
Was the Mayflower launched by cowards, steered by men behind their time;
Turn those tracks toward Past or Future, that make Plymouth Rock sublime

New occasions teach new duties; Time makes ancient good uncouth;
They must upward still and onward, who would keep abreast of Truth:
Lo, before us gleam the campsides: we ourselves must pilgrims be,
Launch our Mayflower, and steer boldly through the desperate winter sea,
Nor attempt the Future's portal with the Past's blood-rusted key."

In the administration of all affairs in connection with the schools there are many circumstances which tend to engender bitter feeling, personal prejudices, and factional feuds. In all that I have done it

has been my purpose to keep in view only the greatest good of the schools and of the greatest number concerned. If offense has been given, none has been intended. I entertain no grudge. I have observed that grudges long borne increase in weight till they sometimes crush and ruin the unhappy people who attempt to carry them.

Very respectfully,

J. H. MYERS,
School Commissioner

LOWVILLE, December 1, 1883.

LIVINGSTON COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I submit the following in regard to schools of the first commissioner district of Livingston county :

During the past year I made 149 visits to the schools under my supervision. I think it is better to visit a school without informing teacher and pupils of my coming. I then find them in their every day dress, no cramming has been going on, and the teacher is asked to conduct the school in the same manner as conducted every day. During recitations and at the close of them, I ask a few questions and offer such suggestions as may seem proper.

I have found both teachers and pupils apparently pleased with my visits, and, in many cases, teachers have met me after their schools have closed and declared themselves under obligations for hints on methods of teaching and disciplining given them during my visits.

My annual statistical report, heretofore forwarded to the Department, is referred to for information not here presented.

My special report to the Department for 1880 is referred to for the general condition and wants of the schools of this commissioner district.

Our institute at Dansville, under the instruction of Dr. John H. French and Prof. Northam, was a success.

Each commissioner district has had a separate teachers' association, but during our institute a county association was formed from which much good is expected.

District No. 12, Livonia, built a new house during the summer, and district No. 5, Leicester, is now building one with two departments ; when completed it will be the finest one in the county.

Nos. 5, Groveland, 7, York, 1, Geneseo, 10, Avon and 10, Caledonia, have thoroughly repaired and reseated their houses.

I see a change for the better in our schools, trustees and teachers.

My thanks are due to the citizens for their kindness, and to the Department for favors granted.

Respectfully submitted,

FOSTER W. WALKER,
School Commissioner.

CALEDONIA, November 25, 1883.

MADISON COUNTY—FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your request, the following special report is respectfully submitted :

But little can be said in regard to the condition and wants of the schools in the first district of this county in addition to what was reported last year. The results of the year have been encouraging, and signs of improvement are visible throughout the district.

In simple justice to the teachers of my district, I must say that, as a class, the quality of the work performed by them during the past year has been more in keeping with the times than heretofore, indicating more careful study and preparation, and a greater degree of interest on their part.

One thing to be regretted is, that so many of our teachers are employed but a single term in a place. This is a matter mainly under the control of the trustees. These frequent changes do not seem to be made so much with a view of securing better teachers, as of securing teachers at a suitable figure. A remedy for this evil should be applied, and that speedily.

It is an established fact that a teacher is able to do more effectual work in a school after the first term of service. The reasons are manifest. She has become acquainted with the peculiar characteristics of her pupils and their ability to perform mental labor. She knows precisely the course which has been pursued in the past, the condition and standing of the classes, and is, consequently, better fitted to assume the management of that particular school than any other person of like abilities in other respects. Under the present state of affairs much valuable time is wasted. Each new teacher must, of necessity, have time to become established, to become familiar with the condition, habits, and wants of her pupils. I would suggest, as a partial remedy, that the term of office for a sole trustee be changed from one year to three. A change of trustees is

apt to produce a change of teachers, and, as this is what we wish to avoid, a less frequent change of trustees would seem advisable. A better plan, however, would be to abolish the present trustee system, and establish a "town board" of trustees for each town, and let the employment of teachers and other duties now incumbent upon trustees, rest with them.

The work of making my annual report has been very much retarded in consequence of defective reports of trustees. Complaint is quite common with trustees that the form of report is too complicated, that it is difficult for them to understand what is required of them. I would, therefore, suggest that the form be simplified, and thus save much valuable time spent by commissioners in rectifying erroneous reports. I would also suggest that separate blanks be prepared specially for joint districts.

The union school at Madison received the appointment from the Regents to instruct a teachers' class during the fall term of the present year. Accordingly a class has been organized, and I am glad to report it in a flourishing condition.

Two sessions of the teachers' institute were held in the county during the year — one at Earlville, in March, and the other at Canastota, in September. The former was conducted by Professors Kennedy and Johonnot, and the latter by Professors Lantry and Northam. The weather on each occasion was very unfavorable, consequently the attendance was not so large as it otherwise would have been; but for quality of instruction and interest on the part of those present, each session may be pronounced a decided success.

Yours respectfully,

G. NEWTON WHITE,
School Commissioner.

EARLVILLE, *December 1, 1883.*

MADISON COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.— In addition to the tabulated report already made by me, I beg to submit, also, the following statement concerning the condition of educational interests of the second district, at the close of this, my second year as commissioner of the same.

I have visited every school twice within my jurisdiction, and wherever I have deemed it necessary a third call has been made, for the purpose, not only, of making suggestions, but also of adding words of encouragement, which are many times beneficial, as they act as grease to the wheels of progress.

general improvement, I am happy to state, has been made throughout the district, which is due to the deep interest manifested on the part of the teachers, in infusing life and energy into their pupils; the willingness of the teachers to receive criticisms and suggestions that will be of any assistance to them, and determination on their part to keep abreast of the times in the mode of instruction. While I can speak words of praise concerning all the teachers under my charge, I must, however, state a marked difference is discernible in those who have been educated in a normal or graded school, and those who have been educated in a district school only; the former, as a rule, are more methodical, and accomplish greater results in the same length of time than the latter.

Not only have the teachers been interested in the work, but the people of the different districts have contributed to the general advancement of education by making necessary repairs, and by putting up school buildings wherever needed. Three new school-houses are in the process of erection, two of which will be completed in time for the coming school. One is situated in district number 5, town of Sullivan; one in district number 25, and one in district number 3, town of Lenox. These are being constructed with modern improvements, and the old-time notion of making "something for the children to stay in" is being discarded.

District number 20 of the town of Lenox, last spring, was formed into a union school under the general law, but since has been united with district number 9 of the same town. District number 10 of the town of Fenner has been dissolved, and its territory annexed to districts number 2 of Sullivan, and number 7 of Fenner.

Eight public examinations have been held during the year in the different towns of my district, two last spring and six this fall, but, I am sorry to say, were not very well attended, the candidates preferring a private examination, or, perhaps, none at all. This is a sad mistake, as all teachers attending a public examination are benefited, not only by the general review, but by hints and suggestions from their fellow laborers.

Two sessions of the institute were held in the county during the year. The spring session was held at Earlville, in the first commissioner district, commencing March 5, and ending March 9, with Professors Kennedy and Johnson as conductors. A goodly number of the teachers were in attendance, notwithstanding the inclemency of the weather. The fall session was held at Canastota, in this commissioner district, from the 24th to the 29th of September, inclusive, with Professors Lantry and Northam as conductors, and was well attended; both sessions were a success, and too much credit cannot be accorded the able conductors.

The trustees this year have been very prompt with their reports, generally speaking, have been nearly correct and in better shape than formerly, which I am pleased to note.

Thanking the people of the district for their kind hospitality toward me and the interest taken in helping to further the cause of education, I remain,

Yours respectfully,

CHESTER J. PARKER,
School Commissioner

LAKEPORT, November 27, 1883.

MONROE COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—Pursuant to your circular of instructions, I submit herewith a brief report of the educational condition of the first district of Monroe county.

The past year has been one of progress, intellectual and material. The former is the direct result of the largely increased attendance at teachers' institutes and associations, a thorough and systematic study of "methods," and a more rigid system of examinations in which a premium is placed upon *educated* teachers in contradistinction from those *crammed* for the occasion, whose seeming brilliancy is darkened by the application of any practical test. The demand for efficient teachers was never so great as now, and as the supply is necessarily limited wages are proportionately higher.

As to the material progress, tangible evidence is not wanting. In addition to those mentioned in my statistical report, six new school-houses will be built during the present school year. Of these, two are already nearly completed, and the erection of the others in the early spring is an assured fact. Many buildings have been thoroughly repaired and refurnished and thus rendered not only comfortable but attractive — fit in every respect for the purpose they subserve.

There is still room for improvement in too many particulars; but the facts mentioned are a fair index of public sentiment as it is. Public sentiment as it *was* may readily be inferred from the following circular issued to trustees and others prior to the annual school meeting :

"REQUIREMENTS OF OUR COMMON SCHOOLS.

SCHOOL COMMISSIONER'S OFFICE,
WEBSTER, October 1, 1883. }

*To the Trustees of the First Commissioner District, Monroe County,
and all others whom it may concern :*

GENTLEMEN.—Since the first of January, 1882, I have made nearly five hundred visits to the schools of this district, in the course

which I have carefully examined the school buildings and their surroundings, making special note of their present needs. The necessity of immediate action has prompted me to issue this circular, urging that, at your annual school meeting, its recommendations receive that consideration which their importance demands.

There is scarcely a town in this commissioner district in which new school buildings are not needed; the old ones being largely unfit for use and not worth repairing. Others are so small they are incapable of accommodating the children of the district, requiring additional room and additional teachers; while others, still, require thorough repairs before they are worthy, in the least degree, the name that should mean so much and which too often means little — school-house.

Buildings in other respects in fair condition have absolutely no provision for ventilation. To remedy this defect I would suggest the following simple arrangement, which has proved effective where used: Fit closely under the lower sash of each window a piece of board four inches wide; this will raise it so as to admit a constant current of fresh air between the sashes, thus avoiding the danger created by direct draughts from open doors and windows. With adequate ventilation an even temperature should be maintained in the school room. This can best be done by the use of coal for fuel; never without the aid of a good thermometer.

In this connection I would further advise that every school building be furnished with blinds or curtains; that paint, whitewash and varnish be used unsparingly; that ample provision be made of every thing necessary to keep buildings and scholars in a neat and respectable condition.

In many districts new seats are an absolute necessity, if the comfort and health of the children are worthy of consideration. Those now in use are simply relics of barbarism. To compel scholars to study upon them is to inflict punishment worthy of criminals. Fit the seats to the children not the children to the seats! Cure physical debility by preventing it. I beg of you, in the name of humanity, to attend to this matter at once.

The want of apparatus for the use of teachers and scholars is a serious hindrance to the progress of our schools. Every district should provide, at least, a dictionary, a globe and a large amount of

blackboard. Teachers, like farmers, need tools for their work. Do you furnish them? Have you the necessary apparatus? Have you text-books that are up with the times, or have they been in use for the past twenty years? Shall the children of farmers with reapers and self-binders harvest their intellectual grain with a sickle? Where is your district library? Do you hesitate to reply? Perhaps I can aid you. It probably lies in an obscure corner of some one's garret, forgotten by all but the mice! Can it be possible? The books once furnished by the State for the use of its children are so utterly worthless that they should receive such treatment? Clear away the rubbish, brush off the dust, and what do you discover?

Some of the gems of our language — history, biography, travel and fiction, by the standard authors of the age; books of reference, full of information on a multitude of topics; much, in fact, that is absolutely necessary to the intellectual life of the school. Every district library should be provided with a substantial case and kept in the school room, where it belongs, ready for immediate use; the teacher should be deputy librarian; the library money should be used for books, and books only; and the growth of the libraries, though slow, will be sure, while they serve their original purpose.

The condition of the school privies in some districts is a disgrace to any civilized community. I have frequently seen them with doors gone and boards off, reeking with filth, of no use to any except those children lost to every sense of ordinary decency or modesty, one of the surest safe-guards against moral corruption. Above all things, give this your first attention. Let there be two, if possible, if not, one, strongly built and firmly partitioned, thoroughly cleaned and disinfected at least once a term.

Do your school grounds receive proper care or any care? Are they neatly fenced, graded and set with shade trees, or are they utterly neglected — a refuge for the wandering live stock of the neighborhood? How trifling would be the expense of putting them in prime condition! I would suggest that a committee be appointed to attend to the tree planting next spring. Is there a better time than the present for grading and fencing the grounds?

Trustees would do well to use great caution in hiring teachers. Never engage an applicant until you have satisfied yourselves as to his qualifications. Examine his certificate; look up his record; learn whether he is a regular attendant at teachers' institutes and associations, and if still in doubt as to his probable success in your particular district, consult with your commissioner, whoever he may be, since his large acquaintance with both teachers and schools *should* enable him to give intelligent advice. Never hire a teacher through personal friendship or sympathy. Your friendship *should* be for the cause of education and your sympathy with the children under your care. Having found the teacher sought, pay him good wages and see that he earns his money. Believe no reports as to the condition of your school. Children are easily prejudiced and are often poor judges of the schools they attend. A teacher of winning ways may fill their hearts while their heads are empty. Visit the school yourself; take others of its patrons with you, and see whether your teacher is worthy of his place. If he is, keep him there; not one term or one year, but as long as his success will warrant. Trustees wishing to ruin a school will let it to the lowest bidder and change teachers every term!

Trustees' reports bring forcibly to mind the alarming fact that many children are deprived of the advantages afforded by our free schools. According to the laws of the State of New York, every child between the ages of eight and fourteen years should attend some school for at least fourteen weeks during the year. The

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duties of trustees in this regard, are clearly defined by the statute, and should be performed unflinchingly.

As the school year will end hereafter on the 20th of August, all schools should open so early in the fall that the cruel practice of compelling teachers to teach and pupils to study during the excessive heat of July and August may be abandoned.

The readiness with which those trustees whom I have seen in person have complied with my suggestions leads me to hope that this circular will not be unheeded; but that it will result in better schools, thoroughly equipped, having teachers qualified, not only in knowledge, but in the possession of the true qualities of manhood and womanhood.

Thanking you for your encouragement in the past and hoping for your further co-operation, I remain,

Your obedient servant,

N. CURTICE HOLT,
School Commissioner.

SPECIAL NEEDS OF THE SCHOOL DISTRICTS OF THE FIRST COMMISSIONER DISTRICT, MONROE COUNTY.

	New School House.	Additional Room.	New Seats.	General Repairs.
Brighton.....	1. 2. 9.	6.	1. 3. 7.	3.
Henrietta.....	5.		3. 4. 8. 10.	
Irondequoit....	2. 5.	3.	1. 3. 4. 6.	
Mendon.....	1. 5.		{ 2. 3. 4. 7. 9. 13. { 14. 15. 16. 17. 19.	{ 3. 9. 11. 13. { 14. 16. 19.
Penfield.....	13.	9.	{ 1. 2. 3. 5. 6. 7. 9. { 10. 11. 13. 14.	1. 3. 5. 11. 13. 14.
Perinton.....	2. 11.		1. 2. 3. 4. 6. 8. 10. 11.	3. 4. 5. 6. 8.
Pittsford.....	6.		1. 2. 4. 5. 6. 9. 10.	2. 3. 4. 5.
Rush.....	4. 10.	9.	1. 4.	1. 5.
Webster.....	4. 5. 13.	3.	3. 4. 5. 6. 7. 13. 14.	6. 7.

Note.—The numerals refer to the district numbers."

This circular, supplemented by earnest personal effort, resulted in much good, and I have reason to hope that the reform thus inaugurated will be permanent.

Thanking the Department for the many favors received, I remain,

Your obedient servant,

N. CURTICE HOLT,
School Commissioner.

WEBSTER, December 1, 1883.

MONROE COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — I have the honor to submit the following report of the condition and wants of the schools under my supervision.

One hundred and fifteen of the one hundred and twenty school-houses in the district are in good condition. The remaining five I hope soon to see thoroughly repaired.

Three new school-houses have been erected during the year, one in district No. 3, Gates, at a cost of \$1,200, one in district No. 1, Riga, at a cost of \$1,200, and one in district No. 6, Riga, at a cost of \$575.

With very few exceptions the teachers, one hundred and forty-two in number, have done good work, and have given general satisfaction. With acquired experience, many of them have gained strength and self-reliance in their vocation, have acquired a strong liking for the profession, and have won a reputation which commands attention and renders their services desirable.

I am more strongly convinced, day by day, that the purpose formed when I first entered upon the duties of commissioner, to issue licenses to those and only to those who, in my judgment, have the ability, natural as well as acquired, to instruct and to lead, and who, by their success in the school room, their enthusiasm, their ambition, and especially their personal character, are worthy of the confidence reposed in them, is the true one. The man or the woman in whose presence, under whose influence and personal direction a child acquires knowledge, forms its character, and grows to manhood or womanhood, should be worthy in all respects, not only of the close social relations of the school room, but also of being a welcome guest within the sacred precincts of the child's home.

Habits and character in the young are largely the result of imitation. Hence the importance of a careful and judicious selection of the one who must, by reason of his or her position, serve, in very many respects, as a model.

A womanly woman and a manly man carry with them, wherever they may be, an influence for good. Right thinking, right living and right acting beget right thinking, right living and right acting.

In my endeavors to elevate the true standard, I am happy to say that I have had the cordial support of the people.

The teachers' institute, held at Pittsford, in August last, was largely attended. The exercises, as conducted by Prof. Lantry and Dr. French, were interesting and instructive. The teachers generally appreciate the value of these institutes, and have come to regard them with great favor.

Thanking the Department for many favors received, I am, sir, Very respectfully,

Your obedient servant,

JEREMIAH SMITH,

School Commissioner.

GATES, December 22, 1883.

MONROE COUNTY—ROCHESTER.

DR. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In response to your request for a “written report of the condition and wants of the schools under my jurisdiction,” permit me to say, as touching their condition, that they are steadily, if slowly, advancing along the line of what some are pleased to call “new education.” Substantial progress is indicated by the improvement observable in the character of the teaching, in the methods employed and in the general management.

The majority of our teachers, by long years of successful work, have earned the right to a settled place in the profession. As for the rest, some of them, by their earnestness, enthusiasm and conscientiousness, have made their ultimate success a tolerable certainty, while others, with but limited experience and without the training for the work that every year makes more imperative, are struggling bravely between success on the one hand and failure on the other.

In my last report I called attention to the fact that, as there was no training class in our free academy, and our appointments were made almost wholly from among graduates of the academy, our new teachers were without any training in the theory and practice of teaching.

That serious defect in our system, I am happy to say, has been remedied. A normal and training class composed mostly of graduates of our free academy, who are applicants for positions in our schools, was opened in September, in the free academy, under my supervision and control, and partly under my instruction.

The course of instruction embraces the history and science of education, so much of mental philosophy as has to do with the work of teaching, the theory and practice of training, methods and school management, etc., etc.

Sometime during the year, members of the class will have opportunity given them to practice under the supervision of some of our experienced teachers, while class exercises before the class will be given, and opportunities for criticism, etc.

Forty weeks will thus be spent, with one recitation a week, when an examination will be held of all the members of the class. Those who pass a satisfactory examination will receive a certificate entitling them to teach in our schools, when appointed, for one year. If at the end of that time they shall have demonstrated their ability to manage and instruct a class successfully, they will receive a permanent certificate.

The “supply” teachers are all to be taken from this class, as are, or, nearly all our future appointments. In my judgment, no step forward, of greater importance has been taken by the board of education of this city in many a year, and I shall be greatly disap-

pointed if it does not lead, gradually, to the adoption of better methods of teaching, and lift the standard of education among us.

For many years we have suffered in our work, and still suffer, from overcrowding, particularly in the primary grades. Not only has it been impossible, under these conditions, to secure satisfactory results, but the health of the younger pupils has been endangered. The annual appropriation for building purposes has not been sufficient to enable the board to keep pace with the increasing demands for additional school rooms. This defect was partially remedied last year by an extra appropriation by the common council for building purposes. Thirty thousand dollars thus appropriated enabled the board to make two additions, consisting of six school rooms each, in two of our most crowded districts, while two new buildings of three rooms each, built with reference to large additions in the future, were erected in other districts. These, however, did not fully meet our needs, and in order to relieve five of our buildings as many outside rooms have been rented, and teachers with their classes have been removed to them. It will be necessary, according to present indications, to relieve one or two others in the same way, if rooms can be secured.

This year the board has undertaken to correct another evil from which we have suffered for a long time; the crowding of large school rooms with all the pupils that could be got into them, thus overburdening teachers with more work than they could well do.

While it is not always possible, in our graded system, and where each teacher is furnished with a separate room for herself and class, to assign the proper number of pupils to each, nevertheless, wherever it is practicable, the teacher should never be required to instruct over 40 pupils.

Acting upon this rule, teachers having in charge 60 or 70 to 80 pupils, have been furnished with an assistant. This has made necessary the appointment of a number of extra teachers, which, together with those appointed to fill actual vacancies, compels us to report an unusual increase for the year. We believe, however, that the end justifies the means.

For a number of years the Regents' preliminary examination has been adopted as an entrance examination to the free academy. Several evils had grown up in connection with these examinations, for which the Regents were in no wise responsible. The chief of these was the tendency to "cram" for the examination. Naturally enough the reputation of our principals came to depend upon the number of pupils who passed the examination, and upon the percent of their standing. The work of the pupils in the last year or two of the grammar schools resolved itself into a struggle to "pass the Regents," while the studies not embraced in the schedule of the Regents received but casual attention. So long as this state of things existed too much time was spent on geography and technical grammar, and too little upon language and composition.

careful consideration of the question, the board decided their own examination for entrance to the academy, the one to be upon all the subjects pursued during the last year in grammar schools, while students in the academy will be re-examine the Regents' examination in November and February of the next year, until such time as they secure certificates. It is some that we will eventually be compelled to give up its' examination altogether, since restricting, as we have the work of geography within narrower limits, and substituting and composition for much of the work heretofore done in grammar.

In the month of last year, the old time-honored recess was done in all the grades of our public schools. It was not done, without due deliberation. A careful study of the whole was made and inquiries were instituted, that touched every point in the discussion. The opinion of parents, pupils, physicians and citizens was sought for. Free discussion of the matter was had in committee and in the board, before taken. The measure was finally adopted unanimously by the board. Suffice it to say, that after more than a year's experience is no disposition to return to the old plan of a recess, as we call for it on the part of the patrons of our schools. If, at any future time, it is made to appear that the physical health of our school children is likely to suffer by adhering to this plan, we shall be ready to abandon it at once.

The course of study was very carefully revised at the beginning of the present school year. Intellectual arithmetic, as a separate subject, discontinued and mental and oral work is required in connection with all written work. Drawing as a study no longer forms a part of the course, and writing takes its place. Technical grammar is confined to the last year in the grammar school, while language and composition take its place in the second and third grades, respectively, the sixth and seventh years in school. The course of oral instruction is more clearly defined and emphasized in language and composition, beginning at the very first of the child's entrance into school, and continuing through all the grades, was laid down, and the teachers have been upon this work with commendable zeal, and with a determination that it shall no longer be said, with truth, that pupils are doing every thing but the proper use of their mother tongue. The drill of what is sometimes called the Philadelphia fire drill, ordered at the beginning of last year. The object, as the drill implies, is, by drilling the pupils in rapid marching, to get them out of a building in the shortest possible time, without confusion or disorder; so that, in case of a fire in the building, the danger with its disastrous results, might be avoided. At a signal, all the pupils in a building rise to their feet, and form in line with the teacher at their head. Then, at another signal, they descend on the lower floor—the smaller in all cases—march

rapidly out of the building, while those on the other floors follow, in quick succession, all forming in line in the school yard, class by class. Wraps and books are all left behind, as "life is more than meat and the body more than raiment." Our largest buildings, containing from six to seven hundred pupils, have been cleared in a perfectly orderly manner, in forty-seven seconds. We hope we may never have occasion to put this to the test in time of actual peril, but as a precautionary measure we believe it to be a very wise one.

As to the "wants" of our schools, I think I have indicated the direction in which they lie, in what I have said of our work.

Conscious of our limitations, which, if not absolutely necessary, are, nevertheless, determined and fixed, to a certain extent, we are striving to do the best that is in us, within these limitations; while we do not cease to hope that at some happy time in the future, the "powers that be" may furnish us with all the needful requisites to the establishment and maintenance of a model system of public schools.

Yours respectfully,
S. A. ELLIS,
Superintendent.

NEW YORK CITY.

HALL OF THE BOARD OF EDUCATION,
CITY SUPERINTENDENT'S OFFICE,
NEW YORK, November 28, 1883.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In compliance with your circular of the 20th day of October last, I submit herewith my annual report of the New York city schools, showing amount of money expended, average attendance, number of teachers employed, etc.:

During the year the board of education received and expended for common school education the sum of \$3,626,327.53. The amount received from the apportionment by the State Superintendent was \$626,066.13. The expenditure in detail is as follows:

For teachers' wages.....	\$2,635,745 59
For school apparatus	122,035 10
For colored schools.....	24,653 99
For sites, building, repairing and furnishing school-houses, etc.....	421,061 96
For all other incidental expenses, viz.:	
For fuel.....	\$73,062 04
For incidental expenses.....	54,846 95
For the nautical school	7,800 00
For janitors' salaries	102,931 10
For employees of board of education, clerks, etc.....	69,587 98

clerks	\$3,363 59	
compulsory education agents	11,839 02	
		\$323,430 68
corporate schools		99,400 21
Total	\$3,626,327 53	

total expenditure for 1883, shows an increase of \$20,597.93, compared with the expenditure last year.

total number of schools under the supervision of the board of education, is 297, consisting of the following:

college and training department	2
schools for males	46
schools for females	46
schools for both sexes	11
departments of grammar schools	68
schools (separate)	45
schools	3
schools (industrial schools, reformatories, orphan asylums, etc.)	48
schools	27
school (on board ship "St. Mary's")	1
Total	297

In conformity with the law, all these schools and their classes were visited and examined by the superintendent's department at various times during the year. In these examinations a careful and thorough inquiry was made into the discipline, progress in study, industry of pupils, care of text-books, ventilation—in short, everything that characterizes efficient management, and makes a school a school. In the following table will be found the average attendance in each class of schools, and the number of teachers therein for the years 1882 and 1883:

SCHOOLS.	AVERAGE ATTENDANCE.		NUMBER OF TEACHERS.	
	1883.	1882.	1883.	1882.
college, training department and naval schools	2,443	2,182	57	58
schools	45,222	43,552	1,418	1,411
department and schools	76,968	74,104	1,737	1,705
schools	442	525	26	27
schools	7,854	6,833	332	306
schools	9,933	9,786	173	152
Total	142,857	136,982	3,743	3,659

From this table it will be seen that there was an increase of 5,875 in the average daily attendance of pupils, and an increase of 74 in the number of teachers employed. The whole number of teachers was 3,743—483 males, and 3,260 females. The whole number of *different* pupils taught during the year was 237,612, an increase of 7,765 over the previous year.

It is gratifying to be able to report an improvement in the discipline and efficiency of the evening schools. During the past ten years this progress has been gradual, though more rapid since the division into senior and junior schools was made. The former have an optional course in reading (including spelling and definitions), arithmetic, penmanship, book-keeping and composition, and admit only pupils aged 16 years and over. The junior schools have a graded course in the elementary branches, and admit pupils between 13 and 18 years of age. In both the senior and junior schools, classes were formed for foreigners learning English.

The average attendance for the term of 1882-1883, was 7,854, an increase of 1,021 over the term of 1881-1882.

The inspection and examination of these schools show continued excellence in discipline and instruction, and the results appear to justify fully the expenditure of the funds set apart for their support.

During the year no school buildings were erected. At the present time, however, there are three in process of erection, and these will to some extent meet the requirements in the matter of increased school accommodations. This important subject is receiving the special attention of the board, and, at least, three additional buildings will soon be commenced.

In the latter part of last December the board revised the course of study, and the following changes took place: Elements of Plane Geometry, Algebra, Perspective Drawing, Book-keeping, and Outlines of Astronomy, were made permissible subjects. United States History was introduced into the fifth grammar grade, and a re-arrangement was made in the subject of Geography throughout all the grades. Text-books in Geography were taken from the eighth, seventh and sixth grades.

Whenever a vacancy occurs in the position of special teacher, the duty of such teacher is to be performed by one of the regular corps, if found qualified, provided, however, that the efficiency of the department is not impaired by the change.

Respectfully submitted.

JOHN JASPER,
Superintendent.

NIAGARA COUNTY - FIRST DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction.

R.—In compliance with your request, I herewith submit the wing report as to the condition of the schools in this district: as much as there was no report sent the Department for the year, owing to a failure on my part, wholly inexcusable, to comply with the request, I will now endeavor to make amends by having this report cover the whole ground for the time mentioned.

VISITATIONS.

During the first year of my service as commissioner I did not more than one-half of the schools in the district. The work new to me, and I felt the need of doing carefully all that I could. The second year, 1883, I visited nearly all of the schools in the district once, a great part of them twice, and some as many as three times. I found some of the teachers were drifting with the wind and tide in the old fashioned rut of long ago, leaving the school, not teaching it by any means; some were making efforts in the right direction; a few were abreast with the times, were teaching lively, interesting schools. As a rule, these last mentioned teachers were, I noticed, enthusiastic attendants upon institutes and associations. I also found, upon making a careful study of the sanitary conditions of the various school buildings and grounds, that there had evidently been a lack of intelligence displayed, either willfully or otherwise, I will not pretend to say. Indeed, there was, in nearly every case, a total lack of proper ventilation and drainage, and a general disregard of means to protect lives of the little ones, which we care for so tenderly in our homes. Some of the cases were flagrant. One for instance, where there was an old out-house with vaults, within 12 feet of a primary department. The vaults had not been cleaned out in years, the stench being horrible at times. Add to this the fact that the department was built to accommodate forty (40) pupils, and upon examination I found seventy-two (72) names upon the register. Soon after I commenced to stir the community up, as regards school abuse, an epidemic of diphtheria broke out in the school. I closed the out-house closed, and endeavored to have a new one built, but only succeeded in having a more liberal trustee elected, who, I am glad to say, has since done the very best he could with the material at hand. The building is, at least, kept clean, and there is no over-crowding. In nearly all of the schools the light is defective, some cases were very bad indeed. I have endeavored to remedy these defects as much as possible. I found, also, in some of the schools, little children sitting on old fashioned seats or

benches, with their feet several inches from the floor. Now this is a *grievous wrong*, and medical literature is replete with histories of cases where spinal curvature has resulted from *exactly* this cause. I have had several cases in my own practice easily traceable to this sitting all day upon a hard bench without the support of the feet, and yet I have no authority to compel the trustee to purchase new seats of graded heights. I can only suggest. This, in some wealthy, penurious districts, is frequently nonsense.

The blackboards were generally poor, about one in six could be marked upon with chalk, and the mark be seen. I have remedied this by having the druggists keep on hand a preparation of liquid slating, a cheap and efficient article. Any teacher can put it on with a varnish brush. It is quite permanent, and, I think, very necessary, as no teacher can conduct a school successfully without a good blackboard.

CERTIFICATES.

I have granted, in all, about twenty-five (25) first grades, one hundred and twenty-five (125) second grades, and eighty (80) third grades. I make teaching a qualification, and never give a teacher a second grade certificate until he or she has taught, at least, one term successfully. To obtain a first grade a teacher must not only pass the required examination, but must, also, have taught successfully three years. There are about fifteen (15) teachers in the district holding normal school certificates. As a rule, they are good; some are first-class in every respect. They are usually successful and well liked.

EXAMINATIONS.

The first year I held weekly examinations at different points in the district during the entire year. This past year (1883) I have gradually discarded this method, and during the coming year I shall hold only two general examinations. One in the spring for the benefit of the summer teachers, and the regular examination after the institute in the fall.

INSTITUTES.

The institute held at Lockport in 1882 in the month of September, was a decided success. The conductors, Profs. Kennedy and French, were well received. The attendance was two hundred and twenty-two (222), but I am sorry to say was not so regular as it might have been, and the examination at its close was poorly attended. In September, 1883, in response to a sharp call and with Profs. Johonnot and Barnes as conductors, we had three hundred and four (304) names on the register. The attendance was far more regular, and the examination at its close was attended by a large and earnest class. The work was mostly primary, and it excited much enthusiasm among the teachers. It proved of great value to many of them as I notice they are putting it into practical use in their

er schools which I am visiting at the present time. I regard institutes as very valuable indeed, as they are a source of much to the country teachers, and should be upheld and encouraged very true friend of education.

As regards new buildings, I believe there have been but two, one a wooden structure, in a rural district, ordered by Commissioner Leonard, and one at Tonawanda. The one at Tonawanda is worthy of a more extended notice; and as it is, without doubt, the best school structure in my district, therefore I respectfully submit the report of Prof. A. D. Filer, the principal, as rendered to me :

Dr. C. W. GOULD, *School Commissioner, Niagara County, First District :*

In accordance with your request, I send the following general report of my work in this union free school district in, and adjacent to, the village of North Tonawanda, town of Chesterfield.

When I entered upon my duties here in September, 1881, I found no school buildings; one was a heavy looking stone structure, built in 1866, containing originally three rooms and an entrance hall; it was imperfectly heated by means of coal stoves, and possessed no means of ventilation except by doors and windows. During the previous year an assistant teacher had been added to the corps of instructors, and a partition consisting of four folding doors was placed across the center of the large room which formerly occupied the entire second story, thus making four school rooms in all. The pupils in attendance were nominally classified as forming four departments, primary, intermediate, grammar school, and high school; but practically each room contained a separate school. During the year some attempt had been made to grade the school after the plan of the Buffalo public schools; but from some cause, from a combination of several causes—among them a lack of unity and hearty co-operation on the part of the assistants—the attempt was not very successful.

The other building was a small frame dwelling house, located half a mile from the stone building, rented by the school board, and occupied by about sixty pupils in charge of one teacher. This was, I believe, still is known as the Iron-ton school. A written classification of the work had been furnished the teacher, but no effort was made to put it in practice.

I was accompanied to my new field of labor by two well tried teachers who were with me at Middleport during the past five years, Messrs Kingsbury and Richmond; another valuable assistant was added in the person of Miss A. C. Halblant, a graduate of the Buffalo normal school. Our first work was to so modify the grade book as to adapt it to the requirements of the school, making such changes as experience from day to day would dictate, and endeavor to apply such methods only as shall tend to secure as nearly as possible, a full, uniform development of the mental, moral and physical. This was fairly accomplished during the first half of the

year, and although several changes have been made as the necessity for them became from time to time apparent, yet the grades remain substantially the same. What they are you will better understand by examining the circular herewith inclosed.

Early in the winter term of my first year — '81 and '82 — it became evident that more room was needed. At the opening of the spring term, another efficient teacher, Miss C. Roby, of Rochester, was employed to take charge of the intermediate department, and Miss Halblant became assistant in the academic department. Under this arrangement we were obliged to use the upper hall for a recitation room. The lower rooms were over-crowded; in one room a teacher had charge of about ninety pupils.

Previous to this the inhabitants had taken steps toward enlarging the old, or erecting a new school building. A meeting was called at which the board was asked to submit suitable plans and specifications for a new school-house. After an adjournment of a week, plans, which had been proposed according to a rough draft furnished by me at the request of the board, were adopted; and it was resolved by a crowded meeting, to erect a commodious brick building in front of the old, connecting the two, so as to utilize the old school rooms. Work was commenced in June, 1882; but we were obliged to open school in the old rooms, October 30, six weeks late. On the second of January, 1883, we occupied rooms in the new building, a description of which may be of interest. It is a well proportioned brick structure, tastefully trimmed with cut stone. It stands on the north side of Goundry street facing the south, and is surrounded by a pleasant grove of thrifty maples. The hall-ways, which there are four, including the basement hall, are each 18 by 84 feet, and project 12 feet beyond the walls of the main building. In these projections, or wings, are the entrances, — three on each side for the boys and the girls separately, — being a front entrance, a rear entrance, and a basement entrance. On the north side of the basement hall are the coal room and boiler room; on the south side are two large play rooms, or gymnasiums. The first floor is occupied by the main entrance hall and four school rooms, each 30 by 35 feet inside, seated for the accommodation of sixty pupils. Two stair-ways, each six feet wide, lead to the second floor; on this floor at each end of the hall, are cloak rooms for the older pupils; on the north side of the hall are three recitation rooms, each 19 by 35 feet; on the south side are the library, laboratory, and a large assembly room fitted up with single study desks. The rooms on the third floor are not yet completed, but will be finished with special reference to the accommodation of the higher departments of the school.

The interior wood work of the entire building is of finely polished ash, and presents a very pleasing appearance. Its beauty is the best possible protection against the defacing jack-knife and pencil.

Perhaps the most important features of the whole work are the arrangements for lighting, heating and ventilating. The light is abundant; the window surface being about one-tenth of the floor space; all the windows are provided with inside blinds. In all the

the seats are so arranged that no pupil faces a window. The heat is by steam after the most approved methods, both direct and indirect radiation being used. Let me be more explicit as to the ventilation which we consider almost perfect, and perfect ventilation is most desirable in every school room. The partition walls on the side of the long halls, are of brick from the foundation to the top; and in these walls are built twelve flues, or ventilating pipes, eight of them are 12 by 24 inches inside, the other four are 18 by 18 inch square; the twelve flues combined would form a shaft of sectional area of 20 square feet, a capacity, it would seem, to convey the foul air from a very large building, yet none is so for the purpose intended. Each school room has a separate opening into which it opens close to the floor, the opening being 14 by 24 inch registers; a coil of steam pipe is placed in the wall, the heat from which rarefies the air and produces a strong upward current, drawing the air from the room near the floor. Warm air is supplied through a register in the floor on the opposite side of the room. By means of this arrangement we can change the air in any room, every fifteen minutes. In addition to the ventilating apparatus, there are placed over each door and window in the halls, large adjustable transoms.

No extra energies have not been spent on one building; the Iron-ton school house has been doubled in capacity, and a recitation room and a dance hall have been added; the number of pupils in this school has increased to 100, and an assistant teacher has been employed during the past year. The work done here covers the primary and intermediate grades. About two miles from the main school; at a little hamlet called Gratwick, we have opened a new school in a neat frame building, built for that purpose by B. F. Filer, president of the school board. In the Gratwick school there are 30 pupils, in charge of one teacher.

The library is valued at \$500. As to apparatus, we have a complete set of maps, a globe, an air pump, a large case of chemicals. The deficiency in this regard will soon be supplied by the liberal appropriation made at the October meeting. By the generosity of friends, a cabinet of geological and mineralogical specimens will be placed in the laboratory in a few weeks.

We have now about 450 pupils in attendance at the three buildings under the instruction of 10 teachers. Accompanying this is the "circular" showing grade-work, rules and regulations, etc. Our endeavor is to make our school in every respect equal to the best.

Respectfully submitted,

A. D. FILER, *Principal.*"

Now in closing, I would thank you for the past favors shown and which will remain,

Yours truly,

CASSIUS W. GOULD,

School Commissioner.

REPORT, December 12, 1883.

NIAGARA COUNTY — SECOND DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In accordance with your request, I submit the following report, in addition to the financial and statistical reports sent to the Department. This commissioner district consists of seven towns in the northern part of Niagara county, viz. : Hartland, Somerset, Newfane, Wilson, Porter, Lewiston and Niagara. It contains 94 school districts, the school-houses of which are in this commissioner district, three joint districts having school-houses in adjoining county. There were 125 licensed teachers employed during the past year, and were teaching at the same time, of which 118 were licensed by the school commissioner, six by the State Superintendent, and one was a normal school graduate.

I have, in the last year, issued 154 certificates, or 29 more than were needed to supply our schools ; and as this surplus is very small, there has been much inquiry for teachers to teach during the coming school year, and in many districts the trustees are paying better wages than heretofore.

Commissioner Gould and I decided to avoid private examinations as much as possible, consequently I hold public examinations in each town semi-annually, and the result is most satisfactory. During the year commencing October 1, 1882, and ending September 30, 1883, I have made 223 official visits.

The teachers' institute which convened at Lockport, September 10, 1883, with Profs. Johonnot and Barnes as conductors, was largely attended by the teachers of the county, and it proved to be a very successful and interesting session.

The instruction was practical, and many teachers expressed themselves as being highly pleased with the earnest efforts of the instructors.

The Niagara county teachers' association meets quarterly and is doing a good work.

Two fine school-houses have been built and several others thoroughly repaired.

One thing further suggests itself to me, viz., with regard to the general condition of the schools in my commissioner district. They are all doing good work and seem to be prospering ; the teachers seem to be interested in their work, and are doing it well and conscientiously, and the scholars seem generally inclined to appreciate the advantages which they enjoy, and to profit by them.

The inhabitants of the several towns are well accommodated with schools and educational advantages, except in one locality. In the northwest part of the town of Newfane, and the northeast part of the town of Wilson, is a large territory, at present comprising between

0 and 1,800 acres of land thickly populated by wealthy farmers, containing between 30 and 40 children, which formerly composed school district No. 17, annulled about three years ago, and which at that time divided and made parts of districts 11 in Newfane and Wilson. Many of the children of that locality were obliged to travel from one and one-half to two and one-half miles, over roads that invariably fill with snow, to reach the school-houses in their respective districts Nos. 3 and 11, and many on that account, especially in winter, were obliged to stay at home. Some their parents send away from home into other districts to board, so that they might obtain an education which they could just as well have obtained at home if they only had had a school within a reasonable distance, while at the same time they were taxed to support the schools within their respective districts without receiving any benefit from them.

My attention was called to the matter by the earnest solicitations of the majority of the inhabitants of that locality insisting that they should have a school from which they could derive some benefit, or that they should be relieved from paying taxes to support schools in which they derived no advantage and which they could not patronize.

I consulted with many persons acquainted with the facts and circumstances, and found that, not only from a point of right and justice, the inhabitants of that locality ought to have a new district formed, but also found that popular opinion and sentiment sustained my judgment that such new district should be formed. Therefore I issued an order so forming a new district, numbered 18, in Newfane, and comprising the same territory as annulled district 17.

The matter was afterward brought in due course of law before the proper local tribunal and carefully investigated, and there was no doubt on the part of any one that justice and the interests of education absolutely required that the inhabitants of said locality should have a school.

The question of the number of children was thoroughly discussed, and it was universally admitted that the number was sufficient to warrant a school and was far greater than the number contained in any other districts.

It was also conceded that not only the interests of education and the rights of the inhabitants, but humanity itself required the formation of said school.

This matter is now before the Department, and as you have requested commissioners to make such suggestions relating to the system of education as may come to their observation, I deem it a duty I owe to the inhabitants of that locality to call your special attention again to this matter; for it is my honest conviction that it is not *right* to deny the inhabitants of that locality a school when they have a greater number of children than many of the districts within my precinct have, or ever did have, and when they are willing and anxious to support a school; that it is not *justice* to force

them to pay taxes to support schools which are too remote for them to derive any advantage from; that certainly it is not conducive to the interests of education or humanity to oblige little children, whom the law requires to attend school, to travel several miles to school in their own district or board away from home in order to attend school, or else be deprived of schooling.

This is not only my own candid opinion but that of every other disinterested person who is familiar with the matter, and it seems to me that no mere technicality of law ought to stand in the way, when sufficient material for a good average school is there, when a majority of the inhabitants want it, when our great cause of education requires it, and when right and justice demand it.

Thanking the Department for the prompt answers to my inquiries, I remain,

Yours truly,

F. J. SWIFT,

School Commissioner.

JOHNSON'S CREEK, *November 12, 1883.*

ONONDAGA COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In addition to the abstract of trustees' reports, already forwarded, I take pleasure in complying with your request, by transmitting such additional information and thoughts that may have occurred to me during the brief term of my official supervision.

It came plainly to my notice, during my first round of visitations, that the schools decreased very much in numbers, and the work done by teachers was less satisfactory during the heat of summer than at other periods. I therefore called the attention of trustees to this (and some other facts), by sending circulars to each, asking them to make the long vacation during the months of July and August; thereby receiving a better average attendance and better work by the teacher. I am pleased to report that many of them have complied with the request and are entirely satisfied with the result. Others less ready to adopt new systems have noticed the advantages of the same which, together with personal interviews while visiting their schools, have convinced them that the old way is not the better; and I believe, during the coming year, nearly all the schools in this district will divide their time into three terms.

As the law has changed, making the beginning of the school year earlier, it will have a tendency to make the term commence soon after the school meeting; therefore, in order to make the time for holding the annual meeting still more convenient, I would recom-

and that it be changed to some time still earlier in the season as trustees would then have more time and better opportunities to visit suitable teachers and better understand the wants of the schools than they can have in the short time now allotted them under the present system.

During the past year, two teachers' classes have been organized, one at Munroe Collegiate Institute, the other at Jordan Academy. I have visited these classes several times, once in company with the present inspector, Albert B. Watkins, and at all times have found them being taught faithfully and thoroughly in the common methods, methods of teaching, school economy and civil government. As a result of teachers' classes, institute instruction and teachers' associations, I can heartily say that better work is being done, advanced methods are employed, and the tone of our schools is rising with the upward and onward tidal wave of educational progress. There is also a perceptible increase in wages paid to teachers, which is a sure result of improvement in the teachers themselves.

As trustees' work is one of many and responsible duties, subject to severe criticism and fault finding, I would recommend that they receive a salary of ten dollars, to be paid them by the district, on affidavit that they have performed the duties of their office to the best of their ability, attended the county institute at least one day during its session, and visited the school at some time during the session. They generally care too little for the welfare of their school, seldom visiting it, and in many cases never seeing the teacher from the beginning until the close of the term.

During my first round of visits, I attempted to call upon every teacher, asking them to visit the school with me; about one in ten accompanied me, the others had something of more importance to attend to pertaining directly to their own interests.

I would also advise, as I presume will many of my associates, that the library fund be applied in some other way; either as a part of the general fund, or to make it obligatory upon the district to use the same, either in the purchase of books for the library or of school apparatus, of which the most of our schools are sadly deficient. I think that the library be kept at the school building, the teacher being the same in charge acting as assistant librarian, and being responsible for its safe keeping, instead of (as at present) occupying some dark corner of the librarian's garret, inaccessible to any one; besides their natural timidity in visiting the person and asking for books would result in total neglect in reading them. The money, as at present disbursed, is in the country districts abundant, and is a subject that needs earnest consideration.

In my humble opinion many other needed reforms are apparent, but as the crowning desires of educational reformers never will be realized, neither will our aspirations for perfection in our country schools ever be reached; but it is truly encouraging as we look back over even a short period of time, and see the rapid advancement which has been made in teaching in the ungraded schools. The old

methods have given way to more worthy and commendable ones. In order that the advance may be made along the whole line in this county, the commissioners have united in recommending the three works, viz.: "Swett's Methods of Teaching," "Huntington's Unconscious Tuition," and "Herbert Spencer on Education," to be studied by teachers, and an examination on methods being required of each one holding a license or not, and in nearly every case they have cheerfully complied with the request, seemingly as interested in the movement as ourselves.

The school buildings are, with two or three exceptions, in good repair, one of which is to be rebuilt during the present school year.

Have had teaching at the same time during the past year, 115 teachers; have made 171 official visits to the 84 districts under my charge, spending in most cases one-half day in each school. With a tendency in most districts to have more weeks' school, and an increased interest on the part of teachers, I hope to make a more favorable report next year.

With thanks to the Department for past favors, I am,

Very respectfully,

D. D. N. MARVIN,
School Commissioner.

BALDWINSVILLE, *December 1, 1883.*

ONONDAGA COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—The condition of the public schools in the second school commissioner district of Onondaga county, is generally favorable. The present generation of parents generally have good farm-houses or village homes; they have less hardships than the preceding generation; they dress better, live on more varied food, take more newspapers and periodicals, read more, travel more, and they desire that the children in their own families and those of their neighbors, shall have better educational facilities than the last generation.

Consequently, when school-houses are built they are uniformly better than their predecessors; the school books are generally modern; the teachers are generally devoted, ambitious and tolerably well up with the advanced ideas in modern educational progress. The pupils are cleanly, well dressed, well behaved young gentlemen and ladies; and they average better scholarship at ten years of age than any preceding generation of our youth. This is a fair and true general statement.

But as a tallow dip is better than darkness, as this is improved by the oil lamp, the electric light and the sun, so each advancing gen-

sees or should see and correct, its own errors or defective of illumination.

educational wants are, first that our school registers, trustees' and general school statistics shall not be distributed throughout the whole State with the same, almost unvarying, forms and as that Victor M. Rice sent out over twenty years ago. Are questions like these to emanate from the Department for-

"Have you a school-house fence," not knowing that cattle run in the highways of the county any more than in those of Essex — that the highest æsthetic culture now tears down fences and has the perspective of green lawns. "Have you a privy?" — having advanced to the question, "Have you separate and distinct privies in good condition for each sex?" Whether the school-boarded around must be answered and the size in square feet of the school lot; but the number of square feet of blackboard, the amount of air per pupil in the school room or whether the improved methods recommended by institute conductors and other educational luminaries are practiced in the schools or not, are not asked for. How many teach the word instead of the word or sentence method, how many teach arithmetic according to Pythagoras instead of Grube — what do our children learn during the first, second and third semi-decade of their life is never suggested by a trustee's report or a teacher's report; emanating from the educational sun of the Empire State. Even these are the facts. School commissioners draw every three months through the Department of Public Instruction from the State funds without any thing more than a receipt with no report as to how the current three months have been spent by these State paid public officials, and even the blanks which the school commissioners have been removed from the school registers, as though it is of no consequence for the commissioners to report to the State Superintendent or the teachers to their commissioners. No proper queries are sent out by the State Superintendent to commissioners, and none by commissioners to teachers; but the do-as-you-please process is left to every school and school.

How long would the New York Central railroad keep in existence with such a loose system as that? True, it may be well said that more than the Department, the commissioners, the teachers and the trustees can now do. But what kind of knowledge of the tools can there be about the inside workings of our educational system or systems, without proper searchings, vital queries and replies? Some Mann or Parker will yet vitalize the Albany about public education.

These, stereotyped, obsolete questions, sent out annually from the mind of our educational system, certainly furnish some excuse to the trustees, commissioners, teachers and schools. But some reply, this gives individual liberty. Yes, it is the liberty of

the common or the forest instead of the cultivated garden, field or orchard — liberty for weeds to claim equal protection with grain.

As the law gives to the State Superintendent the power to withhold a commissioner's salary for cause, does not this power and the quarterly auditing of commissioners' pay, imply an investigation as to how commissioners have spent their time?

As commissioners cannot generally visit their teachers and schools on an average, more than once every term, should not proper and searching educational questions be answered by teachers to assist commissioners in judging of teachers and their schools, and should not these emanate from the Department, and some of them, at least, be changed every term, every year or every semi-decade? One set of questions of a certain kind, answered once to every commissioner for and with the first license to that teacher is enough. But if the board of institute conductors would annually make out a set of educational questions to be approved by the State Superintendent, and have them answered by commissioners and teachers, we might begin to know how much good the preaching of the new gospels of education has done, and how much these new departures are practiced.

ONONDAGA COUNTY NEW DEPARTURE.

To intimate in part what may be done by a single county, instead of by a State, the following outline of professional work in this county is given. Conductor Lantry suggested that our county association take charge of the evening sessions of the institute. Following this advice, the association has taken charge of the evening sessions of the last two institutes, and have also held at the Syracuse high school building, a one-day, mid-winter, and also a mid-summer session. At the last spring institute in Geddes, the county association, after proper consultation, recommended that the three school commissioners associate with themselves three or more teachers, the whole to be a committee to recommend a syllabus of professional reading or study, or a list of professional books or pamphlets, to be mastered before the next autumn institute, and that teachers then be examined therein. The following extract from the subsequent institute circular will show what was done, and what will be expected of Onondaga county teachers:

"The committee recommended Swett's *Methods of Teaching*, Spencer's *Education*, and Huntington's *Unconscious Tuition*. The three works are furnished to teachers at one dollar. Teachers will have an opportunity to purchase them at the institute.

"The readiness with which these books have already been purchased, and the diligence with which they have been studied, unquestionably indicate that teachers are determined upon self-improvement, and are willing to co-operate in this progressive movement. The examination in the theory and practice of teaching will be held on Friday or Saturday. And all persons intending to teach, whether holding a license or not, are expected to be present and participate in

the examination. If any, already holding licenses, shall be unable to attend the examination, they have the alternative of furnishing their commissioner, at or before the institute, a report — on one leaf or sheet of cap paper — for each work, giving the result of their study of each author, whether favorable or adverse, criticising or indorsing, enlarging upon the topics which in their opinion are best adapted to their individual improvement and the advancement of our schools."

Probably from 300 to 500 sets of these works have been purchased, and are being read, and, to some extent, the improved methods recommended are now in use in our schools.

The following, with us, new departure in institute examinations, is given as a continuation of our efforts in regard to professional improvement:

Examination on the Philosophy and Methods of Teaching, held at Fayetteville, Onondaga county, N. Y.; October 26, 1883. D. D. N. Marvin, school commissioner, first district; W. W. Newman, school commissioner, second district; Chas. E. White, school commissioner, third district.

PRELIMINARY.

1. State your name, age, post-office address and the number of terms, if any, you have taught.
2. Where and to what extent have you attended school?
3. Have you a Regent's certificate or other diploma?
4. Have you a license to teach, and if so, of what grade, and when will it expire?
5. What educational literature have you read?

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1. What can you do, as a teacher, to promote the health and proper physical development of your pupils?
 2. Mention some influences or motives that teachers may use in the moral education of the young.
 3. What faculties in acquiring knowledge, are most active in youth, and what in old age?
 4. To what extent would you yield to adverse public opinion in the use of modern methods?
 5. Mention some good qualities in any of your teachers that have assisted in molding your own character.
 6. What use of object lessons would you make in your school work?
 7. Should questions be answered in complete sentences? To what extent, and why?
 8. Give reasons why a pupil should not be told what he can find out, with reasonable effort, for himself.
 9. What objects would you aim at in conducting a recitation?
 10. On what principles does the maintenance of good order depend?
 11. State the important steps, in their order, which you would take in teaching beginners to read.

12. Briefly explain Grube's or some other modern method of teaching primary arithmetic.

13. Give your method of teaching spelling, and why?

14. Describe your method of teaching pupils how to speak and write the English language correctly and fluently, and at what age you advise the teaching of technical grammar.

15. At what age, and in what manner would you teach geography?

16. Have you read Huntington's Unconscious Tuition, Spencer's Education, and Swett's Methods of Teaching? If so, what points did you find particularly to dissent from or approve? What influence have they had on your school room work?

So much has been said on these topics, that others shall be omitted. Too much praise, however, cannot be given to the Legislature and Governor for changing the school year to an earlier and better date. Rural schools should generally close for two months about the first of July, and begin, like city schools, about the first of September. But if the school meetings could be held in the winter or spring previous, without the new officers entering upon the duties of their office till the close of the school year, it would very much accommodate farmers about their harvest work, and villagers who are at watering places during August.

The decision of the present State Superintendent, in regard to female suffrage, is believed to be sound reason and good law. Let women have the same rights at school meetings as men — no less and no more. If women pay taxes to support a school, or are the legal guardians of school children, let their votes represent such property or children at the school meeting just the same as men. But do not make the legal anomaly of a double-headed, legal guardianship of a child.

Respectfully submitted,

W. W. NEWMAN,

School Commissioner.

SOUTH ONONDAGA, *November 29, 1883.*

ONONDAGA COUNTY — SYRACUSE.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In addition to the usual statistical and financial report already sent from this office, and in accordance with your wishes expressed in a circular letter, I hereby forward the following additional report.

We have sixteen school buildings exclusively under the care of the board of education in this city. Some of them have been built,

probably, nearly fifty years and others not so long. Those that have been erected for a long time are faulty in respect to ventilation, heating and lighting, and can be but partially remedied except by removal and rebuilding. A few, say four, of the number have sufficient arrangement of flues to insure good ventilation if they were properly heated. Only two of all the number have good and sufficient ventilation and lighting. These have been put up within the last four years and have received most thorough and careful attention relating to things pertaining to the health and convenience of teachers and pupils, and may be said to meet those requirements as nearly as the present understanding of the subjects will allow. Proper degree of heat, good and sufficient light and free ventilation with frequent change of air and the absence of currents has been very well secured so far as tested. When a little more expense in perfecting these arrangements has been met we feel confident of complete success on all the points mentioned.

Within the last year or two special attention has been given to proper provisions for easy egress in case of necessity, by causing all outside doors to swing both ways, and all inside doors to open outward so far as practicable. This will prevent a liability of having doorways and passages stopped in cases of sudden alarm, and may prevent injury or loss of life in such emergencies. There cannot be too much care taken by school authorities in guarding the lives and the healths of the thousands of pupils assembled in our public schools.

ATTENDANCE.

This subject has received as much attention as any one belonging to the care of schools, and yet the percentage of attendance on the number belonging has constantly been diminishing. Teachers are, and have been, doing all that seemed right and proper to do, with seemingly little avail. This laxity, on the part of parents, in seeing that children are regular and constant in attendance is one of our greatest hindrances in the work of the school room. How far teachers are responsible for this irregularity is a question I am not prepared to answer; but of this I am certain, that when teachers are full of enthusiasm and have learned how to stimulate a love for learning into the minds of those under their care, that absences have been reduced to a minimum. It seems to me that the newer methods of instruction when properly understood and carried out, will have some power in lessening the evil of which we complain.

It has been a special aim with us to secure equally good instruction in all classes of the same grades throughout the city. To secure this, frequent teachers' meetings have been called of the departments, at which methods have been discussed and illustrated by means of class exercises, aiming to enlighten teachers and give them hints and suggestions, which may be put in practice in their several schools. In all this we have endeavored to guard against copying manner or methods, but have striven to make intelligent, thoughtful teachers.

but in no case to eliminate the individuality of any. We feel that we have been measurably successful in this, to such a degree that there is now but little difference in the schools in any localities. The character of inhabitants does have something of a controlling influence in this matter, but it has been a surprise to us, that even this has been overcome to so great a degree in the primary department.

The admission of children to our schools at the early age of five years has received some attention during the past year, and has led us to inquire if any change was desirable in our course of study in order that we may give to such the best start in their educational course. It has been found that only a small proportion of these immature minds are able to do what children a year older can do, and if they enter at this early age, for the first term's work they are, as a rule, obliged to spend two terms to complete the course; this is not so objectionable under our present methods of treating children as it was when our teachers pursued the old methods of instruction, neither is it so deleterious as it would be with older pupils, yet we would like to so arrange our work that even the little ones would feel that they had been promoted at the beginning of the new term. Children at this early age would be very much benefited by being put into kindergarten schools, and would be so placed if such schools were organized in connection with our public schools. Our board of education would gladly introduce that work, provided the public sentiment of our city would sustain them in appropriating money for the needed expenditure. For several years past hardly enough to carry on the schools, as at present organized, has been put at the disposal of the school authorities. I hope the time is not far distant when kindergarten schools will precede our regular graded school work.

In my report of last year the subject of language was discussed at length, and this year permit me to add that we are now reaping the result of more careful instruction in this part of our work. The aim of our teachers has been to awaken thought and to develop the power to express that thought and to secure the habit of doing this by daily exercises in writing. Progress is shown by a more ready compliance on the part of pupils, at the request of the teacher, to write upon any topic she may suggest and by the ease, fluency and often elegant language expression in compositions produced by such efforts.

The subject of examinations for promoting pupils from one grade to another is one that demands and has received considerable thought during the past year. The tendency of these examinations toward formal teaching and cramming processes is so strong that unconsciously the teacher falls into this hurtful practice, unless it is continually guarded against by teacher and examiner.

The strongest objection, the only objection against the "Regents' " examinations, as now practiced in our State is the demand made upon teachers for "cramming" in order that they may maintain the

standing of their classes in this Regents' examination. It controls courses of study, it causes neglect of important subjects not included in these examinations, and gives undue prominence to technical and unimportant facts and statistics. I do not wish to be considered as opposed to Regents' examinations, for I think they have done great good, but it seems to me that they may be so modified as to meet the necessities of tests of scholarship with less tax upon memory and more of thought from pupils.

Such, very briefly, are some of the points which present themselves to my mind, as worthy of consideration, not only in our city schools but in all schools similarly organized in our State. Many other topics might be presented, nearly or quite as important which will not now be presented lest this paper be extended to too great length.

Respectfully submitted,

EDWARD SMITH,
Superintendent.

SYRACUSE, *December 15, 1883.*

ONTARIO COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR:— In compliance with your request, I respectfully submit the following :

This commissioner district comprises seven towns, containing eighty-nine districts whose school-houses are situated in this county, and employing one hundred and twenty-seven teachers. Two less teachers were employed this year than during the previous one, but the increase of wages paid was over seven hundred dollars ; and next year will, I think, show a still greater increase, as we have not an excess of teachers. Last week I had three applications for teachers, the trustee in each instance stating that he " had received no applications to teach his school."

I have, at this time, two new school-houses in process of construction : one, a brick two-story building, to cost three thousand dollars ; the other is a frame building. I find the outbuildings much neglected. I have, by persistent effort, caused several new ones to be built, and many more to be put in a *decent* condition. In one town I found ten blackboards totally unfit for use ; eight have since been slated. Any enthusiastic teacher can, I hold, have sufficient influence to secure at least a good blackboard. In order to bring these things before the people, I issued the following circular :

"TO SCHOOL TRUSTEES.

From the number of inquiries from school officers and others in relation to the recent act changing the time of the school year, annual meeting, and enumeration of children, it would seem that much misapprehension exists as to the time when said act becomes operative.

The annual meeting this year will be held as usual in October, and reports made at the same time as heretofore, as the law does not take effect until January 1, 1884. Next year (1884) the annual meeting will be held on the last Tuesday in August. The trustee's report *must be filed* with the town clerk between the last Tuesday in August and the first Tuesday in September, and dated August 20th of the year in which it is made.*

The annual reports of trustees of school districts, of children residing in their district, shall include all over five and under twenty-one years of age, who shall have been, on the 30th day of June last preceding the date of such report, actually in the district.

The next school year will begin October 1, 1883, and end August 20, 1884. The outgoing trustee will please read this at the annual school meeting, and then hand it to his successor in office.

I take this opportunity to call the attention of school officers to the condition of the outhouses on school premises. I find many of them in very poor condition, and a few in such a deplorable condition as to necessitate my ordering the nuisance abated. Inspect them personally, and ascertain if their condition is conducive to good morals—if you would be willing to have your daughters enter them. Put them in good condition, cleanse them frequently, charge your teachers with their care, and you will, I am satisfied, be amply repaid. It is just as much the teachers duty to inspect daily the outbuildings, as it is to enter the school room.

If your blackboards need repairing, do not paint them; put on liquid slating. It will last for years. Provide erasers, they can be purchased for fifteen cents each. I have seen cloths, handkerchiefs and things of like character used, keeping the school room, pupils, and teachers in an untidy condition, and perfectly regardless of health.

Please file your reports within the time prescribed by the statutes.

Very respectfully yours,

J. H. STEPHENS,

School Commissioner, First District, Ontario Co.

July, 1883."

This year I adopted the plan of meeting the trustees on appointed days at the town clerk's office, to assist them in making out their reports. The result far exceeded my expectations. I had no trouble

* By chap. 49, Laws of 1884, the reports of trustees to school commissioners must be made between the 20th of August and the last Tuesday of August, and must be dated the 21st of August.

with reports except from joint districts having the school-house in an adjoining county." I would suggest inserting in first statistical report, items 2, 8, 11, 14, "in that county to whose commissioner this report is made." The questions are plain enough to us, but not one trustee in ten gets them correct.

Our teachers' institute was held in Canandaigua, commencing October 8, 1883, Professors Lantry and Barnes, conductors. One hundred and twenty-five teachers were present at the beginning, and two hundred and fifty were registered. The subjects were presented in a most practical way, and the teachers united in saying that it was the best, as well as the largest, we have had for years. I would suggest that districts which dismiss their schools for the purpose of attending the institute be allowed their average attendance for *that week*. In schools having from five hundred to one thousand pupils, it reduces to a considerable extent the amount received from the State.

Our county association has about fifty *paying* members. Prof. H. K. Clapp, of Geneva, is the president, and Prof. S. N. Beebe, of Canandaigua, vice-president. With two such earnest workers at the head, we have no fear of results.

I am under great obligations to Prof. Clapp for his advice and co-operation; to my colleague, Mr. Preston, for assistance cheerfully rendered; to the Department for promptly answering all inquiries.

Very respectfully yours,

JNO. H. STEPHENS,

School Commissioner.

CLIFTON SPRINGS, *November 20, 1883.*

ORANGE COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—The following supplemental report made in compliance with the desire expressed in your circular letter of October 20, is most respectfully submitted :

The first commissioner district of Orange county is composed of the towns of Blooming Grove, Cornwall, Highlands, Monroe, Montgomery, Newburgh and New Windsor, containing a population of about twenty-eight thousand inhabitants, an area of nearly three hundred and fifty square miles, and an assessed valuation of \$10,974,676. It comprises seventy-four school districts and parts of districts, sixty-nine of which have school-houses situated in this county.

The schools in this district will, perhaps, compare favorably with those in other sections of the State. Although the condition of

some of them is still much lower in the scale of excellence than it should be, it gives me pleasure to state that nearly all of them are steadily advancing in those things that tend to their elevation and contribute to their permanent prosperity.

The following tables compiled from the commissioner's abstracts for the year ending September 30, 1883, and for the preceding year, give, in some respects, a general view of the condition of the schools under my supervision and of the progress made by them during the past year:

Receipts.

	1882.	1883.
Amount on hand	\$3,337 90	\$2,428 13
Apportioned from State.....	13,827 45	13,903 01
Raised by tax.....	29,601 25	29,929 80
Other sources	803 75	1,174 52
Total.....	<u>\$47,570 35</u>	<u>\$47,435 46</u>

Payments.

	1882.	1883.
For teachers' wages.....	\$31,921 57	\$33,574 18
For libraries.....	266 16	252 01
For school apparatus.....	97 97	119 41
For school-houses, sites, etc	9,499 08	6,568 70
For incidental expenses.....	3,571 13	3,815 16
Remaining on hand.....	2,214 44	3,105 91
Total	<u>\$47,570 35</u>	<u>\$47,435 37</u>

Statistical.

	1882.	1883.	Increase.	Decrease.
Number of teachers employed at the same time for twenty-eight weeks or more ...	94	95	1	
Number of children of school age... ..	8,394	8,533	139	
Aggregate number of weeks school was kept.....	2,610 3-5	2,619 1-5	8 3-5	
Number of children attending school	5,647	5,690	43	
Aggregate number of days' attendance...	475,302	506,347	31,045	
Average daily attendance for apportionment.....	3,335.341	3,517.321	181.980	
Number of volumes in libraries.....	8,232	8,478	246	
Value of libraries.....	\$8,654	\$8,480	.....	\$174
Value of school-houses and sites	\$98,064	\$98,484	\$5,420	

The average time the schools were in session, was 38 weeks; the average number of children of school age in each district, is 123; the average number of children of school age for each teacher, is 90; the average number of children attending school for

teacher, is 60; the increase in the average daily attendance (compared with 1882), is nearly six per cent; the increase in the number of days' attendance is over six per cent; the assessed value of property in the wealthiest district, is \$1,003,731; in the poorest district \$22,900; the average valuation of property per scholar, is \$159,053.

Twenty-five districts own sites — these vary in size from three rods to 100 acres; their aggregate value is reported at \$16,580, averaging \$255 each. They are generally dry and healthy; a few of them have shade trees; but in many cases little labor and no taste have been expended on them.

There are 71 school-houses in this district, valued by trustees at \$1,904, averaging \$1,153.57 each. Fifty are framed, 11 are stone and 10 are stone buildings. Nearly all of them are comfortable; many of them are excellent buildings, furnished with suitable and well arranged furniture, and are highly creditable to the districts in which they are situated. It is gratifying to report that in the districts where it is most needed, a growing interest is manifested in providing proper accommodations for public instruction. During the past year, No. 9, Newburgh, has completed a fine building, No. 10, Newburgh, has built a very creditable house; preliminary steps have been taken in No. 1, Monroe, to erect a substantial and comfortable structure. Extensive repairs have been made in several schools. No. 7, Monroe, and Nos. 6 and 12, Newburgh, have repaired their school-houses. Other improvements are contemplated, and there is a good reason to hope that the very few dilapidated school-houses that still remain, monuments of the parsimonious and unharmonious elements of the districts in which they stand, will be replaced with neat and tasty structures.

One hundred and thirty-eight different teachers were engaged during the past year—12 less than the preceding year. Of these, 35 were males and 103 are females. Seven were licensed by State Normal Superintendents; 12 are graduates of State normal schools, and 119 were licensed by the commissioner. The frequent change of teachers is regarded as a hindrance to the progress of educational work.

The best schools are generally found in those districts that have retained the same teachers for several successive terms. The decrease in the number of teachers retained for the full legal term of one year, as shown by the decrease in the whole number engaged during the year, affords encouraging evidence of increasing interest in the welfare of the schools on the part of trustees.

Public examinations of candidates for teachers' certificates have been held twice at Newburgh, Turners, Washingtonville and Monticello. These places are so located that every teacher has an opportunity to attend without much inconvenience. The examinations are written, and are rigid with special reference to the subjects of most importance. Candidates are generally best prepared in teaching reading, writing, arithmetic and grammar; and are efficient in geography, history and civil government. Many

of them know but little about school law, and some have much to learn in school economy. During the past year, 112 certificates of qualification were issued, of which eight were of the first, 72 of the second, and 32 of the third grade. Quite a large number of applications were rejected.

The highest salary paid to any teacher is \$1,000 a year; the lowest is \$5 a week. Male teachers usually receive from \$10 to \$15 a week, averaging nearly \$12; females from \$5 to \$10 per week, averaging about \$7. There is an increasing disposition to pay first-class teachers the wages that their talents and ability can command in other vocations.

The graduates of the normal schools exhibit better methods of instruction, and more skill in general management, but no stronger desire for improvement, or greater zeal in their work, than are generally exhibited by the teachers who have been educated in other schools.

There are four union schools in this district; they are all under the able management of experienced and accomplished teachers, sustained by boards of education who are willing to do their full share of work in maintaining the excellent condition of these schools.

Thirty districts have one trustee and 35 have three trustees. Many of these district officers are very efficient — performing their official duties with an ability and fidelity worthy of the highest praise. Some of them are very inefficient, knowing but little about the condition of their schools, manifesting no interest in their prosperity, and, in some cases, exhibiting by their action, or want of action, culpable carelessness in regard to the comfort and convenience of pupils and teacher.

The twenty-eighth teachers' institute in this county was held at Middletown, commencing August 27, 1883, and continued five days. It was an emphatically profitable one. Supt. H. R. Sanford, of Middletown, and Prof. O. T. Barnes were designated by the Superintendent of Public Instruction to conduct the exercises. It is doubtful if any county in the State was more fortunate in the selection of institute instructors. These distinguished educators fully equaled the most sanguine expectations of the commissioners, and thoroughly evoked the interest and co-operation of the teachers who were in attendance; few of whom have not since been able to show better results of their work in their schools. The lecture of Supt. Sanford on school economy ought to have been heard by every teacher in the county.

Among the wants of the schools in the district may be mentioned the following: Better buildings are needed in a few districts. Apparatus necessary for illustration is needed in most schools. A larger number of first class teachers is needed. Some districts need more efficient trustees. But the most urgent of all wants is greater interest on the part of patrons. They need to be so interested that they will visit the school frequently, ascertain its condition and the

instruction given in it, supply its wants, exert their influence in giving greater regularity in attendance, and endeavor to secure public schools that they will be sustained by all classes of people in every community and private schools will not be patronized.

Permit me to tender my thanks to the Department for its uniform policy, to the people of the district for their hospitality and kindness to teachers for their zealous co-operation and efficient support.

Yours most respectfully,
DAVID A. MORRISON,
School Commissioner.

MONTGOMERY, November 28, 1883.

ORANGE COUNTY — SECOND DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

— In compliance with your request contained in your circular of October 20th, I respectfully submit the following report of the condition of the schools under my charge:

During the year just closed I have made 117 official visits. The teachers, as a body, have been faithful in the performance of their duty, and, in many instances, have met with gratifying results. I earnestly strive to further the interests of the public schools by licensing any person who was not qualified to pass a satisfactory examination in all the branches required to be taught. Appointments from the district have been made to various normal schools in the State. The graded schools in the villages are seeking normal teachers almost exclusively. These schools show that the superior advantages afforded by these institutions are justly appreciated by persons who intend to teach and by the most influential and populous districts.

Examinations have been held semi-annually at Warwick, Goshen, Middletown and Port Jervis, giving all an opportunity to attend. Applicants were examined in geography, arithmetic, orthography, grammar, history and penmanship. Ten questions on each subject were given to each applicant, and seventy-five per cent of correct answers were required to receive a certificate of second grade, a first grade ninety per cent, with the additional branches of algebra and physiology, and at least three years of successful experience in teaching.

A teachers' institute was held in Middletown, conducted by Professor Barnes and Sanford, and it was a very profitable session. It

was conceded by all to be one of the best institutes held in the county during the past five or six years.

Concerning the benefits the public schools derive from the institute, it can be plainly seen that those teachers who attend the institutes do the best work in our schools. A decree from the Department requiring all who engage in teaching to attend the institute, at least, a portion of the session, unless some disability prevents, would, I think, meet with popular favor. Public sentiment speaks loudly in favor of teachers' institutes, and claims them to be essential factors in our educational system.

Thanking the Department for past favors, and soliciting your counsel, I remain,

Very respectfully,

WILLIAM H. SHAW,

School Commissioner.

PORT JERVIS, *November 30, 1883.*

ORANGE COUNTY — NEWBURGH.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In response to your circular of the 20th of October, 1883, I report that the public schools in the city of Newburgh are in excellent condition ; that our teachers, with but few exceptions, give entire satisfaction. We need an increase of accommodations for primary pupils, and are about to supply that want by erecting a new building during the present school year. We have abolished corporal punishment and recesses, and are gratified by the results. The schools are going on in good order, and there is no special matter to submit.

JOHN MILLER,

Superintendent.

NEWBURGH, *November 28, 1883.*

OSWEGO COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In obedience to the desire expressed in your circular of October 20, I submit the following :

The three commissioners of this county have united and formed themselves into a board for the purpose of examining and licensing teachers, granting licenses only upon examination, and as a rule in-

ing none, not even their own. The advantages which seem to result from this method of procedure are several, among which may be mentioned the following: In some places, hitherto, much trouble has arisen on account of a lack of uniformity in the examination of teachers. A person might obtain a license of a certain grade in one commissioner's district, and yet not be able to pass the examination in another district for one even of a lower grade, owing to the difference in the requirements. This we believe to be wrong, and under our system a license is recognized everywhere in the county, and in every place it means exactly the same thing. Commissioners, like other persons, are occasionally looked upon with suspicion, usually by persons who judge the deeds of others by the motives which prompt their own actions. Joint examinations remove all opportunity for these unjust remarks, and also have a strong tendency to elevate and improve the teachers' profession, and I am confidently looking forward to the day when some such plan shall be adopted which will include the whole State.

The teachers' institute is one of the most potent factors in the preparation of teachers for their work which the State has provided, and yet they are not as largely attended by a certain proportion of the teachers of the county as they ought to be. I refer to the teachers in the graded schools. Upon investigation, I have ascertained myself in regard to where a large part of the difficulty exists.

Usually the institute occurs during their term of school, and if they close they lose just so much aggregate attendance, and their public money is consequently just so much less. I would therefore suggest that any public school which is closed in order to allow the teacher or teachers to attend an institute, be allowed an attendance of pupils for the time the teacher is in actual attendance at the institute, equal to the average daily or weekly attendance for the whole term, less the time so spent. Still the institutes are doing a good work, and are increasing both in interest and attendance, and together with the teachers' associations which are their necessary concomitants, they are causing a vastly increased proficiency on the part of teachers, and greater proficiency in the teacher always means greater interest and better schools. As a proof of the fact that teachers are improving, I notice that the number of schools where they employ the same teacher for more than a term, and in many instances for several years, is increasing. The teachers' class organized at the Fulton union school and academy is the first class organized in this district since the teachers' classes have been under their present management, and I believe to have been one of the best in the State, and the same is true of the entire school. Increased attendance has made increased accommodations necessary, and the district now owns three large buildings, all of which are adapted for school purposes. In all branches, and especially in the science of pedagogics, during the past term, has excellent work been done. Since a Regents' testimonial is presumptive evidence of the recipient's ability to teach, I would suggest that the rule in regard to age

be strictly complied with, as I am fully convinced, and I believe it to be the opinion of all the commissioners of this county, that a girl who is barely sixteen, in most cases is not sufficiently matured to assume the important duties and responsibilities of a teacher.

Upon entering upon the duties of this office, I was somewhat surprised at the condition of the school-houses and surroundings. Ventilation in most cases had received no attention whatever, and in many cases the seats and blackboards were in a bad shape. I have endeavored, as much as possible, and am still trying to make improvements in this direction, and in some of these schools they now have new seats, and blackboards extending nearly around the room.

While we have issued no licenses except upon examination, we have found that examination alone does not and cannot disclose all the good and necessary qualities, neither all the defects of the teacher, and therefore, in making up our estimate of a teacher's capabilities, we are obliged to take other things into consideration.

All of which is respectfully submitted.

C. R. PARKHURST,

School Commissioner.

SCRIBA, *December 15, 1883.*

OSWEGO COUNTY — THIRD DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In compliance with your circular of October 20, 1883, I submit the following for your consideration :

The number of school districts as shown by the trustees' reports and by the various town clerks' offices, including one district in the town of Redfield, recently formed, is 113. Of these, there are 109 having school-houses in this county, and employ 130 teachers.

During the past year, four new school-houses have been erected, and seven others have been thoroughly repaired. There are yet seven or eight sadly in want of repairs, and I hope, ere another year shall have passed, to be able to report to the Department that every school district in my commissioner district has comfortable, commodious buildings, and I believe I shall be able to so report for there appears to be a great awakening on the part of the patrons of the schools throughout my entire district; they are becoming convinced that it is just as essential to repair and beautify the school-house and grounds as to beautify their own home.

TEACHERS' EXAMINATIONS.

At the time of making my last annual report, I stated that the teachers' examinations were conducted by the three commissioners

jointly, and, after one year's experience, I have the satisfaction of reporting that the results have proven far more satisfactory than we had anticipated they could prove in so short a time. We now have a uniform standard throughout the county, and no person expects to teach who does not manifest the required ability in the examination. Many times very strong pressures are brought to bear upon commissioners to convince them that Mr. A. or Miss B. had better be licensed; but when three commissioners, two of whom are independent of any pressure, foreign to their own districts especially, stand back to back looking in every direction, the prospects for success in such a mission are decidedly discouraging, and the commissioners are left to exercise their own undisturbed judgment.

TEACHERS' CLASSES.

During the past year I have had five teachers' classes instructed in the methods of teaching; one at Sandy Creek, instructed by Prof. J. Edmon Masser, two at Pulaski, by Prof. E. M. Wheeler, and two at Mexico by Prof. H. R. Fancher. Of those persons connected with the winter and spring classes, I believe 24 received testimonials from the Regents, for which testimonials, we, the board of commissioners, have issued third grade licenses, for one term, without further examination. Of the members of the fall classes, I estimate that about 37 will receive testimonials. While the present system of conducting the teachers' classes and the issuing of testimonials proves of great service in filling our schools with those who have had special training for the profession of teaching, yet I would like to offer one suggestion. According to the regulations of the Board of Regents, gentlemen are admitted to the class at the age of 18 years, and ladies at the age of 16 years, if they have passed the Regents' preliminary, but in order that we may retain our best teachers in this county, we, the board of commissioners, are not in favor, as a rule, of licensing persons under 18 years of age. It is true that there are instances where persons at the age of 17 or even 16 years will exercise better judgment than some others would at the age of 20, and, in vicinities where there is a scarcity of teachers, such persons could, as an exception, be allowed to teach; but would it not be better if no person under 18 years of age was admitted as a regular member to the teachers' class? While there certainly could be no objection to their receiving the instruction, provided that the class was not too large, yet I have noticed that gentlemen of the age of 16 or 17, and ladies of the age of 15 years become members of the teachers' class.

In my judgment, our teachers' classes should be filled with the best teaching talent we can possibly get, and so long as those who are so young are allowed to enter these classes and come out with papers which certify that they are qualified to teach, thereby causing our best teachers to teach for mere nothing, or abandon the profession, so long those best teachers will not be found in the teachers' classes

TEACHERS' INSTITUTES.

Since making my last annual report to the Department, we have held two institutes of one week each in this county ; one at Parish, commencing April 16, 1883, conducted by Professors Johonnot and Kennedy, the other at Sandy Creek, commencing November 5, 1883, conducted by Professors Lantry and Newell. During our spring examinations, we found that many of our teachers, for whom allowances had previously been made for deficiencies in the methods of teaching, had made no perceptible advancement, and we said to them, "we made allowances for you at the fall examinations on the promise that you would prepare yourselves for a better examination before asking for another license." "When you fulfill your promise, you will be licensed." We then advertised that, on Saturday following the close of the institute at Parish, we would hold another and final examination for the benefit of those who had failed to obtain license, and, that in said examination, a strict adherence to the methods of teaching as presented by our institute instructors would be observed. One of the results was that so many were in attendance at the institute that it was difficult to obtain accommodations for them all. Another result was that our schools were filled with very earnest working teachers.

The institute which was held at Sandy Creek, although at the northern extremity of the county, received the largest attendance of earnest, working teachers of any session I ever attended, there being over three hundred present, and I feel safe in saying that we never before have had, in this county, a corps of teachers enter their schools so well prepared to discharge the duties devolved upon them as at present time.

It is surprising, but very gratifying, to realize the changes for the better which have taken place within a few years in the mode of instruction in the common schools.

Upon visiting the schools, I almost invariably find, suspended, upon the walls, charts in arithmetic, grammar, geography, history, and civil government which take the place of the text-book in the recitation. All lessons are assigned by topic, and the pupils are confined to no one book. Upon the teacher's desk are found *educational journals, magazines*, and daily or weekly papers, and, by conversing with the pupils, I find that they have gotten out of the text-book rut, as it were, and are becoming acquainted with the world.

But while I feel to rejoice over the fact that the educational world is advancing, yet there are many obstacles over which I, as yet, have been unable to pass. Many of the school districts object to the teacher attending the institute if her time is to be allowed ; and I find that this objection is not confined to our country schools, but it comes from nearly all our largest schools.

Scarcely ever do any of our prominent village schools in the county close school during the week of the institute, excepting the

school in the village where the institute is being held, unless some special efforts are made to induce them to do so. The trustees say that they can have no serious objection to paying the teachers their salaries, but in addition to that to lose the average attendance money is too much, and I believe that if some provision could be made whereby the districts, whose teachers attend the institute, could be credited for the institute week with the weekly average per term, we would have much less trouble in getting our teachers out to those sessions.

In addition to such provision, I believe that the educational interests of to-day actually demand that the attendance of the teachers at the institute be made compulsory, for there are so many teachers who actually need the instructions which are given at the institute, and yet they meet with such opposition many times that if they do attend it is under difficulties.

I know of instances where trustees have refused to hire any teacher who intended to attend the institute unless she would lose the time she was in attendance. This appears to me to be wrong, and until people become educated to the fact that it is for the good and advancement of their own children that the teacher attends the institute, we shall meet with this same opposition unless some provision is made for our rescue.

In conclusion, I beg leave to return thanks to the Department for the advice so cordially given me at all times, and for other favors which have been of great service to me in the performance of my various duties, the school officers and citizens for their kindness and hospitality, and the teachers for their hearty co-operation in the noble work. I remain,

Very respectfully yours,

JAY B. COLE,

School Commissioner.

WILLIAMSTOWN, *November 27, 1883.*

OTSEGO COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I respectfully submit the following report:

In regard to the schools in the first commissioner district in Otsego county, I can say that I am greatly encouraged in my work, both from trustees and pupils; parents of course are interested, but the good results from school work are shown by the teachers and pupils.

I visit one hundred and fifty schools, all of which are in my district. I find myself very busy all of the time both in looking after

the interests of the schools in the school room and out. The people generally are awakening to the interest and fact that the pupils ought to have better school-houses and greater conveniences for advancement, and their acts show that these conveniences are forthcoming.

New school-houses are being built in many districts, others are being repaired; putting in patent seats, painting up, enlarging school grounds, planting trees, etc., all of which are very attractive to the pupils.

The graded school system seems to be very much needed in the rural districts, for the very reason there are too many leaving the district schools in the country and going to the larger graded schools where they may receive a regular course of study and are under the same teacher term after term, so that there is no backing up at the beginning of every term in all the studies by order of a new teacher, that he may know how well they understand the rudiments, etc. Just for these reasons the rural schools should have a graded system. Where we find a good graded school, we see many flocking to it from other districts, and this is what weakens the country schools. The pupils are advised to attend the graded schools for various reasons; they have regular teachers term after term; they have a uniformity of text-books; they have, during the recitations, the whole attention of the teacher; they have their recitations in rooms separate from the large main study rooms, etc., also they can remain here in these schools until they have finished their course of study. I say our country schools suffer from the fact that pupils like to attend school where they know for a certainty that they are in the regular way for advancement.

It is almost impossible for even the very best teachers to do good work, and do it in the same way that it is done in the graded schools, for various reasons. *First*, almost every family has a different set of text books, and they strongly object to purchasing any others. *Second*, a new trustee is elected every year, and he must have a new teacher; the one teaching the year previous may be good in all respects, but a new trustee must have a new teacher. *Third*, no matter how large the school may be, the one teacher must do all his work in one room with all the different text-books, and make the school a success in every particular, so that he ranks with the A No. 1 teacher in the graded schools, or he is put down as a failure; here is where the country teacher is condemned, just because he cannot do three or four teachers' work at the same time. I could give many other reasons for so-called failures, but I have said enough, perhaps, already on this subject.

Allow me to say right here, that I think the country schools will never rank up where they should, until we have a uniformity of text-books throughout the district, county and State. I do not think parents or trustees realize what great disadvantages both teachers and pupils are laboring under. I believe the teachers are doing good work. I am aware of the fact that the union schools are doing most excellent work. I can see a marked improvement,

ear, as the changes take place in regard to methods, etc. same results in the district schools though not so great. I teachers generally anxious to keep up with the times and for instruction.

I a doubt, teachers receive great good from institutes, pers, "Talks on Teaching," etc.; but they must have the e, not only of their own efforts, but the experience of ow teachers, and, in my opinion, the results may be brought ough the proper work in teachers' associations. We have district association which meets semi-annually, and these are profitable, but do not meet the demand exactly, so rming town associations. I feel that teachers are not free o talk on school work and ask questions about subjects 't fully understand. I think this can be overcome, to a ent, by getting teachers to meet in smaller bodies.

ea is that with the right work in town associations, and uniformity of text-books, much good will be the result. can have a regular course of study for the teacher as well as Then those who will not study, will not attend associa-institutes, or take school papers, must expect to find them-the foot in the profession of teaching; live teachers are want and what we must have, in order that we may keep he times. I most earnestly pray that the time may soon en we shall have a uniformity of text-books, furnished by Department or some other just way under the Superintend-ction, then we may rejoice that we are co-workers in the se and to the same end, using the same means. clusion, I wish to thank the Department for prompt and s replies to the many questions I have asked.

Respectfully yours,

THEO. L. GROUT,

School Commissioner.

SPRINGFIELD, November 30, 1883.

QUEENS COUNTY — SECOND DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

During the past year the cause of education has been con-advanced throughout the schools of the second district of county. This has been partly, if not wholly, brought about ifusion of a new and more vigorous vitality among the

Old fogysm has been superseded by youthful ambition ith strength of intellect, willingness to study and apply the

latest and best methods of inculcation, eagerness to promote self-culture and develop the mental powers of the children. As shown by the reports of the trustees our schools are in a flourishing condition, not only financially, but also in the excess over last year of the number of children who have availed themselves of the facilities offered for acquiring a common education.

It is hard to keep up the average attendance in a rural district like this, where at different periods of the year so many allurements are thrown out to the youth to stay away from school and reap the enjoyment of less tedious tasks and more purse-filling avocations. Yet, our schools have made a good exhibit, the average attendance being nearly 200 over last year. Several districts have been necessitated to enlarge the schools, in order to afford better accommodations. Our little ones have been especially favored by Providence and preserved from the ravaging effects of contagious outbreaks. A majority of the trustees deserve credit for the sanitary precautions they have exercised, and the cleanly and comfortable manner in which they have had the class rooms and outhouses kept, especially, during the season of storm, slush and mud, when the conditions of health are most apt to be overlooked. Hence, they will doubtless feel gratified in the consciousness that not a single school of this district was closed during the whole term, either from want of funds, or through the prevalence of any contagious disease.

Districts No. 21 and No. 24 of the town of Hempstead were consolidated by a vote of the inhabitants thereof and erected into a union free school district under the designation of district No. 21 of the town of Hempstead.

Of district No. 7, of the town of Newtown, a portion known as the village of Glendale was set over and annexed to district No. 9 of the same town, and preparations have already been made to build a branch school-house in the centre of the village.

This brings me to the consideration of a topic that has evidently a deep bearing upon the educational interests of this district. The territory along the southern boundary of Queens county is undoubtedly calculated to develop largely and rapidly within the course of a few years. The natural advantages which it presents to the inhabitants of the adjacent cities of New York and Brooklyn for recreation and pleasure along its sea-girt shore, as well as to the more solid comforts of rural home-life during many months of the year, have already awakened popular interest and attracted the attention of enterprising speculators. In consequence, the resources of the district are being opened up by lines of railroad, along which at intervals arise clusters of cosy cottages relieved occasionally by the lofty dome of some more stylish and pretentious mansion. These are surely the nuclei of places destined shortly to become populous and lay claim to increased facilities of education. The spirit of conservatism which pervades a large portion of the people of this section is to be deprecated, in so far as it looks upon the creation of a new district, the building of a branch, or the enlargement of an old school-

, that has done service, perhaps, for well nigh a century, as an action to be vehemently cried down, and to expose the introduction to public execration. This is a spirit which retards the progress of education exceedingly in this district, and the sooner they become aware of the act and undeceive themselves as to the necessity of its underlying principle, the better for the interests and accommodations of the rising generations. There are schools within my jurisdiction having an assessed valuation of property to the amount of a quarter or a third of a million of dollars, where each, the schools of which are vastly inferior in point of efficiency to those of other districts of the same town accredited less than one-half or one quarter the same amount.

The reason is very clear. The responsibility does not rest with the teachers. Where children are compelled to trudge to school many days more than a mile, particularly in severe and inclement weather, the attendance must be irregular, and where irregularity or want of punctuality exists there can be no real, positive efficiency in school work. I have made this a special matter of investigation, and my experience bears me out in the assertion that the children are deprived of the proper means of education through the insufficient number of schools and the long distances to be traversed in winter storm and in summer heat, in deluging rains and in early frosts before reaching the school-house. It is a false economy that will have our church edifices, often without a congregation, multiplied *ad infinitum* year after year, and our schools, the channels of enlightenment, left severely alone for generations. In each township, at least, there should be a uniformity of text.

A great advantage would thereby accrue to those who, by moving around of their parents from place to place to gain an education, are frequently forced to leave one school and enter another.

Because, forsooth, the parents are not able to purchase the necessary books at every change, many children are shut out from enjoying properly the blessings of education. A remedy for this may be easily effected by an enactment conferring upon the State Superintendent or the district commissioner, the power to order uniformity; or better still, it might be relegated to the trustees of the township assembled for that purpose to determine by a majority vote, subject to review by the State Superintendent, what should be used for the ensuing three years, and so on in all schools of the town.

Preventive action should also be taken in relation to the appointment and compensation of one or two truant officers in each town, whose sole duty would be to look after the delinquents and bring them to school, at the solicitation of the trustees, such parents or guardians who allow their children or wards to stay away from school and waste their time in idleness at home or in the streets, or bring them to school, woful ignorance, by hiring them out from tenderest years for various purposes.

At present there is little or no emulation among the schools. They jog along as best they can, and a plague take the hindmost is the general cry. Now, this is not as it should be. Mutual dependence, yet distinct action should prevail. This is not an anomaly. It can be done by converting each township into a union district, and setting apart, or building a suitable and commodious school-house, which, when endowed by the Regents of the University of the State with the necessary faculties, may serve as a training school for young teachers, and an academy in which the higher English branches can be studied, and to which the other schools of the town may be nurseries, admission being had thereto only after passing a thorough examination in accordance with stated requirements. The expenses incurred thereby would in a few years be more than counter-balanced by the elevation of the educational standard and the far-reaching influence of the knowledge imparted. Many young ladies, whose aspirations, zeal and talent when properly guided and directed would enable them to become good educators, but who possess not the means to spend two or three years away from home at a normal school, might avail themselves of the advantages afforded by such a system nearer home, and without any exorbitant outlay qualify themselves for educating the younger elements of the community. The normal schools have not exerted so powerful an influence in this section of the State as to make the graduates thereof be regarded with exclusive favor by the trustees. Despite my utmost endeavors but seven or eight were engaged last year. In view of this fact, it evidently becomes necessary that we should have some other system which would act as the best possible substitute for the training received in the normal schools. And none appears to me so feasible as that of the township.

As to the institutes, I would respectfully suggest that they be abolished altogether, or rendered more effective by vesting the commissioner with authority to compel the trustees to close school, and the teachers to attend during the entire session. Why should every commissioner be forced by law to hold an institute, at least once a year, and not have the power to exact attendance thereat? Is it not a poor law that imposes on one officer an imperative duty, and affords to another under his jurisdiction, for whom and through whom this duty must be discharged, a loop-hole through which to escape? Although our institutes in this county are as a general thing well patronized, still instances have occurred which necessitated my writing to trustees requesting them to close school for the week and send their teachers, who were quite young, to the institute. Under cover of insufficient authority on the part of the commissioner to enforce any compliance with such request my action was ignored.

This certainly should be remedied. It is a flaw in the law that renders it defective, and it is sheer nonsense, while the law stands as it is, to expect institutes to be prolific of the greatest good, when

the commissioner has not the power vested in him to compel attendance on the part of all the teachers under his jurisdiction.

The teachers are not to blame in this matter. They consult their own interests, of course, and, perhaps, do well as far as retention in their respective positions is concerned. But, if a law is laid down for the holding of an institute, where is its efficiency, if the fulfillment of it can be impaired, if not frustrated, through the whims and fancies of school trustees? I would further add that in my opinion a change for the better might be made in the manner of conducting institutes. It is all well enough for the State conductors to get up and declare day after day, what they would do, if they presided over a class; how the wheels of the educational machine would run smoothly and accurately along down the hours and minutes of each day, reaching every periodic station just on schedule time, and taking in by the way every possible branch of knowledge taught in a common school. This is altogether too dogmatic. Theory looks very well on paper or on a blackboard, but it often falls to the ground when put to the test. Practice is always more reliable and profitable than theory. One-half the week spent in explanation, and the other, or even a day, in practice by these same conductors acting as teachers and utilizing the younger teachers as model pupils, would tend more to impress the truth of their inculcations and methods upon the teachers, and result in more real benefit to the schools than all the dogmas and opinions that could be ventilated concerning the *how*, the *why* and the *wherefore* during a session of twice the length. The force of one example to produce the desired effect is often worth more than a thousand assertions; and this is as true in methods of teaching as in any thing else.

Our teachers, as a rule, are not properly remunerated for their services. They are constrained to labor arduously and exhaustively from one year's end to the other, with but little encouragement in the shape of compensation or thanks for their painstaking. This is the more to be regretted when the work of the rural teacher in an *ungraded* school, with almost double the quota of pupils, is compared with the smoothly running curriculum of the teacher in a *graded* city school with less than one-third the number. What a disparity of salary in favor of the latter! The dignity of the profession and the respectability of the individual cannot be maintained under such circumstances where persons are necessitated to teach for a miserable pittance. Good teachers cannot be induced to remain and persevere in the profession at a low rate of wages. A premium is thereby offered for the introduction of inexperienced and oftentimes illiterate men and women into the important position of training and developing the mental faculties of youth. In consequence, the children are the immediate sufferers. In after years they will curse the principle that exposed them in their early life to so pernicious a system. In most cases trustees act upon the theory that the cheaper the labor obtained the more profit accrues to the district. It is a false economy this. We would not trust our health

to a quack, nor our fortune or property to a pettifogger, and nevertheless we would commit to the guidance and direction of numskulls those precious faculties that make man so exalted in the scale of existence. I have endeavored to do away with the practice, and to a considerable extent success has attended my efforts, despite the bitterest antagonism on the part of some trustees. The people generally want the worth of their money. They are willing to pay for the genuine article whenever and wherever they can get it, and never more liberally than when the money is expended for the comfort and welfare of their own children. Trustees, therefore, in hiring teachers have no right to strike a bargain so low as to do away with the thought of common decency in occupying the position.

A large number of our teachers, who have not opportunities of holding converse together and interchanging thoughts with one another upon education and its kindred subjects as often as desirable, are rather circumscribed in their attainment of a knowledge of the different methods in vogue throughout the schools of the district. They are liable to run in the one rut year after year under the impression that they are working wonders in the development of the children's minds. This accounts in a great measure for their lack of progressiveness. They cannot be expected to learn new methods when they have no way of seeing them in operation. The surprise is that they can continue so long without making the fruitlessness of their labor more palpable and disgusting to the people. This, however, could be easily remedied by the trustees allowing their teachers to take to themselves a day now and then, which could be made up on the following Saturday or at the end of the term, for the purpose of visiting some of the best schools in and out of the district and studying the methods employed therein. In the absence of such favor, the teachers should bear in mind that the best method of teaching not only exacts that the teacher possess the ability to give lessons in an interesting manner, but that each lesson should be specially prepared; questioning should be urgently insisted upon, and legitimate curiosity awakened and encouraged with fostering care. Good teaching demands that the pupil coordinate his information, that his little sum of knowledge be brought to bear in all directions, that his powers be evoked in such a manner as to keep his intellectual tools constantly sharp and bright. This can only be done where the subjects are considered in various lights, where suggested ideas are discussed and the historical, moral and practical bearings of the subjects brought clearly before the mind of the pupils. Where teachers follow this as a rule they cannot but succeed. Parents and guardians should also assist in making the pupils prepare their lessons at home; without such assistance one important factor is lost sight of and a most powerful elementary force left undeveloped. John Quincy Adams has paid a noble tribute to the influence which a mother can exercise in the formation and development of manhood. How many children of the

nt and rising generations would have the same to say hereafter
 eir parents were home influences brought to bear more directly
 them. Let us however hope for the best. That parents and
 dians may be enlightened as to their duty and take a deeper
 more lively interest in the education of those entrusted in their
 is the earnest wish of

Your humble servant,
 EDWARD F. FAGAN,
School Commissioner.

PETH, L. I., November 30, 1883.

RENSSELAER COUNTY — FIRST DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

RE.—In accordance with your wishes as expressed in the circular
 October 20, 1883, I respectfully submit the following report :
 or detailed account of finances, attendance, general statistics,
 your attention is called to the specific reports already on file in
 office. The increase of teachers over last year is three, caused
 an increased attendance in two of our graded schools. In number
 eeks' school for the whole district the decrease is thirty-one weeks,
 ly showing that some *economical* trustees have tried to reduce
legitimate expense of schools at the *illegitimate* expense of edu-
 on. This loss is mostly in the towns of Pittstown and Peters-
 gh. In number of children who attended school the statistics
 a loss of thirty-five. This loss comes from one town, Schaghti-
 ; but the same town shows a larger falling off in school popu-
 n than in school attendance. In actual average attendance the
 ving is especially gratifying. With thirty-five less pupils regis-
 d than last year, the actual average attendance is one hundred
 twenty-seven greater. In this last there has been a steady in-
 se for the past five years. My experience and observation show
 that the better the teaching the better the attendance; and the
 test of a teacher is a high per cent of attendance during the
 1. It is quite safe to say that when children are interested they *will*
 nd school, and when they are interested in school matters they are
 ing progress. As our schools increase in usefulness the attend-
 e increases in like ratio. Our people begin to see this and offer in-
 ements for better teaching. The demand on me to furnish teachers
 acknowledged teaching power is on the increase, and wages have
 eased in equal if not increased proportion. In this commis-
 er district during the last school year, \$4,084 were paid for
 chers' wages more than during the year 1882; and in that year
 112 were paid more than in 1881.

Two institutes were held in the county in the past year, one at Lansingburgh in March, and one at Castleton in August. The one held in March was by far the largest educational gathering ever held in the county. We have a very excellent and flourishing county teachers' association which has aided largely the growth of proper methods of teaching. It supplements the work of the institute and puts in practice the theories advanced by the State conductors. These educational gatherings have increased in interest with all parties, teachers and patrons. Our trouble is not how to get the people to attend, but how to find room for the attendants. To these gatherings is largely due the increased demand for good teaching, and the increased willingness to pay larger salaries for good teachers.

The law making 140 the divisor in finding the attendance quota for the distribution of public money, does not work as satisfactorily as I anticipated. The benefits so far have been found in the village districts and wealthier neighborhoods. The poorer and weaker districts have suffered a loss. The districts which held long terms of school before the passage of the law hold no longer terms now and reap the larger apportionment. The districts which held twenty-eight weeks' school continue the same now; those that formerly held thirty and thirty-two weeks, seeing the apportionment less to them, have reduced the length of term to supply the deficiency. Thus our whole number weeks of school has diminished yearly since the public money has been distributed on the present basis. These short term districts are mostly those with a small school population, or with a small amount of assessable property. Under the most favorable circumstances with them the local school taxation is high and a reduction of public money is decidedly noticeable. They look for a remedy and find it in short school terms and low-priced teachers which, of course, means backward and low grade schools. Some change is necessary, or in these poorer districts our school system will cease to educate.

Our wants, in common with other commissioner districts, are many. Our greatest want is some facility whereby our teachers may be instructed in methods and practice. Our teaching force, as shown by the statistical report, numbers one hundred and forty-six. Of this number, seventeen are normal graduates; six are holding State certificates under the old *regime*, given before the introduction of careful examinations; the remaining one hundred and twenty-three are teaching under my license. Of this last number, about fifty per cent are teachers of experience and follow the business as a profession. Their work is of an excellent character as should be expected and demanded from matured judgment and years of trial. The remaining fifty per cent are those who teach to fill in time. Some teach winters and follow other occupations the remainder of the year; the greater mass are those who want to experiment at school teaching, and do experiment for a term or two and then drop out of sight and are followed by other experimenters. The result is a large per cent of our schools is in the hands of begin

who have had no preparation for the work, and an impress of inual experiments stands out prominently in our schools to-day. We have labored to correct this matter for the last four years, and, though some progress has been made, it is still alarmingly prevalent. The anxiety to begin school teaching is equaled only by the anxiety to quit the business; each year the grade of examinations has been increased for the purpose of driving out these cometary teachers; but our school-houses have stood vacant. I have been compelled to license the best of the failures, on the principle that no school is better than no school. If these beginners would begin in the business, a careful training, by means of stated educational meetings, would bring about some progress; but when these teachers are asked to attend the association meetings, to take some educational papers, or to read some professional book, the demand met by the information that they do not intend teaching again. Observation and inquiry tell me, we are no worse in this respect than other districts. Still our schools make no progress with this mass of teachers; crudeness seldom does make progress. The question forces itself upon us, what are we to do? It is beyond the capacity of the State normal schools to supply a full corps of teachers, even a fair fraction; the teachers' classes in academies can supply but a small fraction; the institutes are doing much, but the good coming from them is mainly seen in the teaching of those having experience; theory being generally lost on those who have no starting-point, and our beginners have none. The great mass of teachers never hear of methods, or think of practice, till after their term of teaching has begun. Some training in these is necessary. The time has come for a radical departure. We want, in this district, a normal institute, lasting at least two months, where theory and practice can be combined, and no beginner allowed to teach unless he has been a faithful attendant, for a full term, at such an institute. Here the great mass of teachers, those who are unable to attend the normal schools and teachers' classes, could learn something of the principles that underlie teaching; see some of the methods and practice which carry out these principles, and their teaching in teaching would not be wild experimenting; they would have some object to aim at in their daily labors. Book knowledge does not make a teacher, though it may make a scholar. Some instruction "how to do" is a preliminary necessity.

As to the matter of repairs, much has been done during the year. Nearly \$15,000 have been expended on sites, school-houses and furniture. The past few years have shown a wonderful improvement in our school buildings and seatings. Comfortable houses have replaced most of the old rookeries, and easy patent seats have taken the place of the old slab benches.

A few districts yet cling to their idols, and are the jest of the surrounding country. The law requiring the plan of new school buildings to be submitted to the commissioner, and by him approved for lighting and ventilation, is a step in the right direction. The

much neglected requirement of pure air is receiving a due share of attention, and a better condition of health among the children is the result.

It appears to me, while our law makers are doing so much toward codifying laws and regenerating musty dead-letter statutes in order to conform to the new order of affairs, that a new general school law should be enacted. The present law is quite old in its inception, and has been patched so much here and there by amendments that it begins to show a dilapidated look. Progress and the spread of new ideas require a school code in keeping with the times. Much of the school law is antiquated, narrow and depressing. A new general act, broader in its reading and more progressive in its spirit, is wanted.

The trustees' reports on libraries are so negligently done their details are utterly valueless. One year the trustee of a district will report say 200 volumes, valued at \$200; the next trustee will report for the same district 100 volumes, valued at \$5. The variation from year to year is so great that the reports are useless.

The "Compulsory Act" has *ceased to exist* in this county. The matter of vaccination is another thing of which no reliable data can be obtained. Very few trustees made any report on this subject, and those who did simply made a guess.

To sum up school matters for the past year, while many things are not so far advanced as I wish, we are making progress.

Thanking the Department for many courtesies extended and for favors shown, I remain,

Very truly yours,

EDWARD WAIT,
School Commissioner.

LANSINGBURGH, *November 30, 1883.*

RICHMOND COUNTY. .

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In compliance with your request, I herewith submit the following report :

I entered upon the duties of the office of commissioner April 1, 1883, under appointment of Hon. Stephen D. Stephens, County Judge, to fill the vacancy created by the death of commissioner Dr. C. Henry King, and at the late election was elected for the balance of the term, which expires December 31, 1884.

Since entering upon the duties of the office I have made 112 official visits, visiting every school in the county at least once, several twice, and some as often as fifteen times; and I have licensed sev-

teachers. My visits to the schools were made without notice to the teacher. I therefore had the opportunity of seeing them in every-day garb; there was no extra preparation for the commissioner, and no extra cleaning for the occasion. I found the school at its accustomed work, and requested the teacher to conduct the recitation in the same manner as though I was not present. During the recitations and at their close I asked such questions and offered such suggestions as to me seemed proper, which I found was conducive of much good, and I recommend this course to future commissioners.

This commissioner's district is composed of the whole county of Loudoun, which is divided into twenty-eight districts, having thirty school-houses; 103 teachers have been employed, and have taught for twenty-eight weeks and upward, with an average daily attendance of 3,877 scholars, being an increase of 257 over the number for the year 1882.

I am gratified to state that, with very few exceptions, no changes have been made in the teachers, some of whom have taught in their school districts for thirty years, and as many as ninety terms continuously. They are reasonably well paid for their services, and, as far as I can not say too much in their praise; they are progressive, ready to co-operate in advance in school work and method, appreciative, intelligent, conscientious — they are deserving the compliments paid to them by the several professors who conduct the teachers' institute in this county. I regret to state that in some of the districts the trustees engage their teachers by month for no fixed term, subject to dismissal at any time without any cause. I think this injurious to the cause of education; a teacher who holds his position only on sufferance, and no matter how competent or how devoted he may be to the school and the advancement of the scholars, is liable to be dismissed at any time — he cannot be expected to give the care and attention to the school and pupils under his charge and protection that he would were he permanent in his position, and dependent upon his merits and good conduct for his continuance therein.

The teacher, who, upon entering the school room knowing that he may receive a notice of dismissal, is not likely to have and enjoy that quiet contentment and peace of mind, so essential and necessary to enable him to give the undivided attention which he should, to the instruction and advancement of his scholars, which he would do were he certain that while he satisfactorily did his duty as a teacher his position is safe, and instead of being in "fear and trembling" at the end of the month (knowing that he can be dismissed without cause), he would boldly step forward, conscious of having done his whole duty, and receive the wages he justly and honestly earned. The interest in the cause of education in this district is increasing, and the people fully realize and appreciate the value of good schools and competent teachers; for where these exist, the good order and morality of the community is of the highest grade. There

are several large, elegant and commodious school-houses in healthy and commanding locations, comfortably seated and furnished with all necessary books, maps, charts and blackboards; and the greater number of the school-houses are generally (so far as the buildings are concerned) in good repair, but the seats and desks are old fashioned, uncomfortable and badly arranged, and they are not furnished with books, maps and charts, which are absolutely necessary to enable the teacher to instruct his pupils and do justice to himself. A builder cannot erect a structure without having the necessary materials therefor. Neither can a teacher instruct and educate his scholars without having the necessary books and appliances so to do. In the districts where the taxable inhabitants have supplied text-books, the average daily attendance is threefold, compared with the other districts in which books are not provided.

In many instances, parents with large families are too poor to provide their children with books and slates. In such cases, the school-house becomes to the children so attending, a place of confinement and punishment instead of what it should be, a home for learning and acquiring knowledge. In the language of one of our most gifted writers, "whoever has learned to read possesses the keys of knowledge, and can, whenever he pleases, not only unlock the portals of her temple, but penetrate to the inmost and most secret cabinet." There can be no doubt that children are better children when attending school than when idling at home, or about the streets — for the school-house, its surroundings, and every thing connected with a comfortable, pleasant and well-disciplined school room, exerts a powerful and lasting influence upon the young mind in determining its future destiny, and to a great extent will determine whether the child shall make a respectable and useful member of society, an honor to himself and his parents morally and intellectually, or whether he should occupy a position in the community which would call for the intervention of magistrates and constables.

A lack of uniform text-books is one of the great obstacles which teachers have to contend with; it compels them to divide the pupils into as many classes as there are kinds of books, and time, which he could devote to careful and deliberate hearing of a class where all could have improved by the corrections and observations of the teacher, is almost wasted in hurried recitations. I hope that trustees will lose no time in removing this great obstacle from the path of education and the proper instruction of scholars.

The whole number of children between the ages of five and twenty-one years, residing in the district September 30, 1883, as shown by the trustees' reports, is 13,404; the whole number of children attending the schools some portion of the year, was 7,656; the whole number of days actually taught, was 5,406; and the whole number of days' attendance during the year ending September 30, 1883, was 793,868, being an average attendance for each school of 26,462, the largest attendance being at the following schools, viz.:

own, No. 2	124,927
n, No. 3	101,153
n, No. 2	92,896
ld, No. 6	61,639
own, No. 1	48,859
d, No. 5	40,090
ld, No. 1	34,355

verage daily attendance at each of said schools for appor-
t was in the order above named :

own, No. 2	892 ⁴⁷ ₁₁₀
n, No. 3	681 ¹¹ ₁₁₈
n, No. 2	626 ⁴¹ ₁₁₀
ld, No. 6	423
own, No. 1	346.85
d, No. 5	273.175
ld, No. 1	246 ¹ ₈

verage daily attendance of the children residing in said
was :

own, No. 1	634 ²² ₁₉₇
n, No. 3	486 ⁴⁴ ₁₁₈
n, No. 2	442 ⁶⁵ ₁₉₈
ld, No. 6	299
own, No. 1	277 ⁴⁸ ₁₀₀
d, No. 5	199 ⁶⁶ ₁₀₀
ld, No. 1	173 ¹⁸ ₁₉₈

estimated value of the school-houses and sites is \$167,525.
In district No. 1, Southfield, a new commodious brick building has
erected and furnished with the improved furniture, costing
. In district No. 1, Middletown, a similar building is now nearly
ed which will cost \$10,000. Others have been thoroughly re-
o as to make them nearly as good as new, and are very com-
and neat. Still some of the districts are content with in-
uildings and furniture unworthy of the community in which
located, and in some cases a disgrace to the taxable inhabit-
ere are schools in which a new supply of seats and desks,
ative; the old wooden desks, well worn, straight backs,
o high and too far apart for healthful and desirable use
children are proofs sufficient of the need of new ones; and
at justifying, I cannot blame the children in their attempts
by them.

ventilation of the school rooms is generally very imperfect;
ve too much ventilation, being well adapted to the admission
air, but poorly constructed for retention of warm. The

buildings with one exception are warmed by a stove in each room, while a skillful or unskillful manipulation of the windows and doors affords the only means of ventilation; poorly ventilated school rooms materially impair the health of the teacher and pupils. Considerable attention is now being paid to the subject, and I have no doubt the law passed at the last session of the Legislature in relation to this subject will go far in remedying the evil.

The attendance in district No. 2, Middletown, is the largest in the county, and steps are now being taken to build a large addition to the present school at a cost of about \$12,000, which when completed will be adequate to the wants of the district and will accommodate from 1,200 to 1,500 children; and it gives me great pleasure to state that in all these cases it was simply necessary to call the attention of the trustees and the people to the needed additions, alterations and repairs. In the year 1855, district No. 1, Middletown, purchased a site and erected a school for colored children, and has ever since supported and maintained the same in every respect as the school for white children; the cost of the said school for the year was \$770.60. It is the only separate school for colored children in this county.

The crowded hall of the school in district No. 2, Castleton, has compelled the trustees to provide additional apartments for the accommodation of the scholars; and at the annual meeting a committee was appointed to consider the propriety of building a new school or enlarging the present one; parents hardly ever visit the school, and their names are seldom recorded in the register as visitors; they should and ought to frequently visit the schools, and by their presence encourage both the teacher and pupils — and by personal observation know the condition of the schools — not from hearsay. The institute for the present year was held in the school of district No. 2, Middletown, it being the best adapted and the most central and accessible for the purpose, which the trustees of that district granted the use of without any charge, except the small expense attending the preparation and cleaning of the rooms for which they received the thanks of the institute, to which I most cheerfully add mine. The institute commenced on the 7th of May, and was very ably conducted by Professors Kennedy and Lantry; much interest was taken by the teachers, who seemed determined to make the institute profitable and beneficial to them and their schools, and I notice that teachers who attend institutes and teachers' associations generally teach better schools, than those who do not. There is a teachers' association in successful operation in this county, which holds frequent meetings in the different towns as teachers meet together and discuss the best methods of teaching — at the meetings of the association, they afford excellent means for improvement on the part of the teachers, which they have not failed to appreciate.

Twenty-three private schools have been in operation during some portion of the year, including the school conducted by the Sisters of

Charity connected with St. Mary's church in Southfield ; the whole number of pupils attending private schools is 579.

The whole amount of balance on hand September 30, 1882, was.....	\$9, 762 92
Amount of public money received.....	19, 717 83
Received from sale of gospel lots	437 62
Raised by tax.....	76, 096 04
From all other sources.....	14, 064 64
Total.....	<u>\$120, 079 05</u>

Paid teachers' wages.....	\$61, 885 42
For libraries.....	575 66
For school apparatus.....	4, 161 91
For colored school.....	770 60
For school-houses, repairs, furnitnre, etc.....	31, 726 41
For other incidental expenses.....	13, 615 16
Amount remaining on hand, September 30, 1883....	7, 343 89
Total.....	<u>\$120, 079 05</u>

My acknowledgments are due and are hereby tendered to the public press of the county for the notices of school meetings and items of educational interest published gratuitously, and to trustees, teachers and friends of education. There is a growing interest manifested in our schools, and their general condition justifies the opinion that they are steadily advancing. I shall endeavor to look after the educational interests of the children of the county, and where I think it is necessary, try and impress the teachers with the responsibility of their positions, and the people with the duty they owe to good government, in the education of their children, that we may successfully overcome every obstacle to good schools.

Thanking the Department for the many favors shown to me, and the courtesies and advice received from you, I am,

Very respectfully,

Your obedient servant,

THEODORE FREAN,
School Commissioner.

STAPLETON, *December 4, 1883.*

ROCKLAND COUNTY.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — By comparing my annual statistical reports, I find that since last year the assessed value of real and personal property in this commissioner district has increased \$229,277, and an increase of \$3,399 in the value of school-houses and sites, and only an increase of ten books to the libraries of the districts.

I find that the number of children of school age has increased 491, while the number attending school has decreased 89; also that the number of days taught was eight less than last year, and the average daily attendance was 201 greater, while the aggregate attendance was 39,434 days more than last year.

Statistics are generally unreliable, and from the reports before me, and from other information, I am convinced that the poor man with a small property and a large mortgage is really taxed double the rate that rich men are, and that personal property, although constantly accumulating, is being gradually dropped from the assessors' books.

I am also convinced that some trustees know but very little about the number or value of their library books, or whether or not the annual census is correct, or their teachers have licenses to teach, or make affidavits to the correctness of their registers.

Persons sometimes teach for months without licenses, and are sometimes falsely reported as having made the required affidavit. Trustees are careless in keeping the books of the district, thereby making it next to an impossibility to make a correct report.

It certainly cannot be that trustees and teachers do not know how to make reports, yet the number of legal holidays as given, ranges from three to thirteen, and other week days not taught, from 25 to 93. Occasionally this careless indifference is manifested in the care of school property, and in the management of schools — placing too many small children in one room, and under the care of a young and inexperienced teacher, often amounting to 100.

Teachers pursue the methods with which they are familiar, and find most convenient and comfortable. The result is that not two schools in twenty-five follow the same system or course of study.

Our teachers are gradually being better paid, having been paid \$2,812.19 more this, than last year.

There is a growing disposition on the part of trustees and patrons to retain their present teachers. Yet the salaries are so far below what is paid in other professions that the wide awake ones are on the alert to leave the position of teacher, and accept the more lucrative ones offered elsewhere.

May the time hasten, when the teacher will be so well paid and appreciated by a discerning public that they will have no cause to

desert the profession for which they have so earnestly labored to fit themselves.

ATTENDANCE.

The benefits to the individual pupil must depend upon the regular occupation of his seat in the school ; and the results of the labors of any teacher can only be conditional upon the uniform presence of the pupils. If these statements are true, next to the teacher, the pupils necessarily come in for their share of responsibility for the success or failure in reaching the ends sought in our educational work.

I find in looking over the various school registers, that tardiness is one of the great evils existing in our schools.

The many evils resulting from irregular attendance need not be recounted in this report, but this may be put down as a fact, that absentees are the ones that make the poorest citizens, and cause the most trouble and secure the least amount of good from school privileges. Here are reasons enough to cause boards of education, supervisors, trustees, teachers and parents to carefully guard against this great evil.

The Compulsory Education Act needs to be amended, giving the trustees more power, and making it obligatory on their part to do their duty to the children within their jurisdiction.

The time the school is kept, to entitle a district to receive its share of the public school fund should be extended to 40 weeks. As the pupils who attend school for 28 weeks are kept reviewing the primary studies, and seldom pass beyond that department.

LIBRARY.

The growth of libraries in the villages of our county is rapidly on the increase.

I would recommend that the act regulating the expenditure of the fund be amended, so as to prohibit its being used for paying the salaries of teachers ; and thus enable the people of the several districts to enjoy the same privileges, to a certain extent, as those of the more thickly settled portions of our county.

INSTITUTE.

The institute held at Nyack in April, was successfully conducted by Professors Lantry and French.

It was well attended by the teachers and citizens from different parts of the county, and especially the citizens of Nyack, who by their hospitality and interest manifested a welfare for those who are to train the youth of our country.

My acknowledgments are due, and hereby tendered the clergy of Nyack, public press of the county, boards of education, and the Department of Public Instruction for courtesies received.

Your obedient servant,

THOMAS W. SUFFERN,

School Commissioner.

SUFFERN, December 19, 1883.

ST. LAWRENCE COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In accordance with your request, I submit the following report relating to the schools in the first commissioner district of St. Lawrence county, which comprises the towns of De Kalb, De Peyster, Fine, Fowler, Gouverneur, Hammond, Macomb, Morris town, Oswegatchie, Pitcairn, Rossie.

During the past school year, I have made nearly 250 visits to the schools under my supervision, but have received credit from the trustees' reports for 236. Quite a large number of teachers leave their school registers at their boarding places to guard against loss, and copy the attendance daily or weekly from a temporary register. The teachers, therefore, sometimes forget to register the names of visitors. In fact, in many districts the teachers have no names to register except the name of the school commissioners. People will find much fault with their school, but never visit it and offer a kind word or even a criticism in the form of a suggestion to improve their school. This apparent lack of interest, is one of the most discouraging features of school work, and one of the greatest obstacles to a good school in any district; parents grumble because "*their children don't get along*," and never offer to aid in purchasing a set of reading charts, a map, a globe or any thing else that will aid the teacher in doing good work and help their children "*to get along*." The chief aim of many is to run the school with the public money. Six of the eleven towns did not expend a cent for library purposes, while in this district only \$55.85 were expended for school apparatus. The blackboards generally are small and rough, and bear evidence of having been *painted once* at least. I have taken pains to distribute circulars of information concerning liquid slating, etc.; and endeavor to advise trustees and parents generally what to do to make their school prosperous. Nearly all the trustees use the library money to pay teachers' wages; and the apportionment of the library money without compelling the expenditure of it in school apparatus, or books or papers for the benefit of the pupils, is, in my opinion, a waste of time, and productive of very little good. I doubt whether ten school commissioners can be found in this State that favor the present arrangement.

One can hardly imagine the gross imperfections in the trustees' reports. Of the 162 reports that I received, I cannot find 20 that are complete and correct in every particular.

That the text-book law is practically obsolete, is beginning to manifest itself in the multiplicity of the different text-books on the same subjects. The lack of uniformity in a county, at least, is another great obstacle that teachers have to contend with. Teachers not

requently have from 35 to 45 classes in a school containing about pupils. I sincerely hope this evil may find a proper remedy ere long.

It is impossible to imagine the evils arising from the frequent change of teachers, and I know of no way to prevent it. Hardly any teachers have the same methods; I have been endeavoring to have each teacher keep a record of work done during the term, and at close make a detailed statement thereof to the trustee. This would help the succeeding teacher in organizing the school at the opening of the next term.

The attempt of the commissioners in this county to raise the standard of education among teachers is meeting with some sharp criticisms and opposition from poor teachers and those who fear that an advance in education will produce an advance in wages. We still continue the written examinations, and each time make the questions a little more difficult, but not so difficult as to make it impossible for enough to pass to supply the demand. Our plan is to license those who pass a fair examination and *not* to confine the number licensed to the number of schools. The result of our efforts is manifest in the increase of educational papers taken, and books on pedagogy read and studied by progressive teachers, as well as in the increase of the number of teachers and would-be teachers that have gone to school in order to prepare themselves for their work. Nearly two hundred and eighty teachers attended the last institute. This, I believe, is the largest number registered in this county. But this number is too small. There were three hundred and forty-nine teachers reported as having taught in this commissioner district some portion of the year. After making a proper deduction for duplication, there must be over eight hundred teachers living in this county, at least one-half of whom ought to attend each institute held in this county. But a large number of applicants for certificates have never attended an institute, have not been members of teachers' classes, and, I may add, are wholly unfit to teach children; strange to say, these persons are in good demand, simply because they will teach "*cheap*." I have never seen a trustee that would be willing to let a *novice* at watch-making take his watch to practice upon in order to learn the art; nor one that would engage any other than a qualified physician to attend his children when sick. Is not the mind of a child of as much consequence as a watch? And should not as much skill be employed to properly develop the mind as "to cure the body?" The teachers' institutes are doing much to enlighten the public on educational matters and aid the teachers in their work. But I think teachers should be required to attend at least one institute in each year. I hope you may be constrained to establish some regulation in pursuance of section 4, title 11.

The principal wants of the schools, are a better class of teachers whose best efforts shall be met with a lively interest and a generous sympathy, manifested by the people in each school district. To

secure the former I think the questions should be prepared by the Department of Public Instruction, or Board of Regents; the teachers should be required to attend teachers' institutes; and the territory to be supervised should be diminished.

Teachers' classes have been instructed in Ogdensburg Academy and Gouverneur Seminary, and the work done in the district schools by the members of these classes attests their usefulness.

With pleasure, I hereby tender my sincere thanks to the public press of the county for gratuitously publishing items of educational interest, and to trustees, teachers, citizens, and the Department for courtesies received.

Your obedient servant,

G. A. LEWIS,

School Commissioner.

OGDENSBURG, December 1, 1883.

SARATOGA COUNTY—FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction.

SIR.—I most respectfully submit to you the following:

As an exhaustive revision of the subject of schools and school interests in this commissioner district would be only repeating facts and suggestions heretofore made by me and now on file in the archives of your office, I feel that a very brief statement is sufficient.

Interest in the improvement of school buildings and appliances has received marked attention. The union school of Stillwater, district No. 6, has erected a beautiful and commodious building. Other houses have been repaired, old seatings have been removed, and replaced by new ones, and other improvements made; also action has been taken towards the building of several new houses the coming summer.

Our teachers with few exceptions are doing excellent work. By this I mean as good as can be expected considering the meager opportunities for preparation for the work and the pittance they receive for their labor. It is a glaring fact that the teacher of youth is the poorest paid of any class of laborers in this beneficent country. Hence, the question arises, why is this? and the answer comes back, ignorance and parsimony are too many times the ruling elements of the district, having for their agent a trustee of their own selecting, whose only aim is to hire the cheapest teacher, and provide for the school in the stingiest possible manner.

How can this deplorable state of things be best remedied? I beg to answer by wise legislation. Remove the present system of executive supervision and establish in its place a town board, and

one evil will be removed. One more suggestion; make the attendance of teachers at the county institute compulsory, and our country schools will make a forward stride on sound footing.

These subjects have many times been discussed by the leading educators of this great State, with the weight of opinion always in favor of their adoption; why not some action be taken to bring about the very desirable change?

Thanking the Department for past favors, I remain,

Your obedient servant,

W. L. HOYT,

School Commissioner.

CHARLTON, December 15, 1883.

SARATOGA COUNTY — SECOND DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — In compliance with your request, it gives me pleasure to submit the following report:

There have been no radical changes in this district since my last report to the Department. Matters pertaining to education move slowly, yet I can see that they *do* move and in the line of advancement. One needs no prophetic vision to perceive that the patrons of our schools are becoming aroused to the fact that good schools are a necessity. Our people as a unit have awakened from their lethargy begotten of the idea, fostered and sustained by many, that our educational system is a sham, a hollow show. They have learned that education in its broadest, deepest sense is the door which separates man from the lower animals, and the link which unites him to God and Heaven.

They have learned, also, that true teaching is the mother of true education. This has made them much more exacting as to the qualifications of their teachers, and the natural outgrowth of these advanced views of school patrons and officers, has been a class of better teachers.

The teachers' work during the past year has been very satisfactory, many of them endeavor to do their very best, and spare no pains or effort to prepare themselves for their work. They endeavor to do better to-day than they did yesterday. Many of them inform me that much of their success is due to the educational journals which they take and *read*. How heartily and earnestly can all interested in the cause of education, extend to the loyal, devoted teacher, the right hand of fellowship and wish her God speed in her noble work!

We have held two successful and largely attended teachers' institutes during the past year, one in each commissioner district. The

one in this district was held at Saratoga Springs, and registered 225 teachers. Profs. James Johonnot and F. P. Lantry were the conductors. Many school officers attended the institutes and expressed themselves highly pleased with the work done. Trustees in general no longer object to their teachers attending the institute and allowing them for the time spent there.

We have three union schools in this district, two of which — those comprising the villages of Saratoga Springs and Schuylerville — take rank, I believe, with the best in the State. Neither trouble nor money is spared by those in charge to achieve the very best results. The school at South Glen's Falls has not reached so high a standard, but I can see marked improvement there. The district has a good school building, and employs a corps of good teachers, who would accomplish much more than they do now were they not overworked.

There are quite a number of private schools in this district, and I believe they are a benefit to the people, and I cannot see in what respect, as some affirm, they injure our public schools, inasmuch as their patronage is largely made up of young men and women who have finished their work in the public schools, and attend the private, in order that they may pursue some favorite line of study, thus making the private school supplementary to the public.

The trustees were as delinquent this year as ever in making out their annual reports and forwarding the same to their respective town clerks. It is impossible to convince many trustees that there is any need of promptness in this matter. The delinquent trustee's motto seems to be: "There's time enough. The commissioner will wait; he always does," and he does, for he is compelled to.

I have held fourteen public examinations of applicants for license to teach, but haven't granted more than one-half as many licenses as last year. In fact the number of applicants has been much less than last year. I can account for this only on the grounds that trustees have had nearly enough of inexperienced teachers, and will not engage such to teach if they can hire experienced ones even at the cost of advanced wages. Surely this smacks of progress.

One of the principal needs of our country schools, is apparatus in the shape of globes, serviceable blackboards, dictionaries and *outline maps*, I say "outline" because I believe they are the very best maps it is possible to put into a school room. Some may say that map drawing has done away with maps of this character, but it cannot be said more truthfully of "outline" maps than of any other.

The multitudinous array of different text-books produces great disorder in our country schools. If each district owned the books used in it, no trouble would be experienced from migratory pupils, for when they left one district for another they would leave the books used too. As it is, each individual owns the books used, and into whatever district he goes, his books go with him. The teacher

has no greater source of hindrance than that produced by text-books, the making of which there seems to be no end.

In all of my official work I have ever experienced the greatest kindness, the most complete good will, the utmost thankfulness from the teachers, officers and patrons of the district for my services, however faulty and unsatisfactory they may have been.

It is my desire to earnestly thank all for their many kindnesses, and I will endeavor by clean handed official work, to merit a continuance of the favors received and the many warm friendships formed.

Thanking the Department for the efficient services often rendered, I remain,

Respectfully yours,

JAS. G. WEEDEN,

School Commissioner.

GREENFIELD CENTRE, December 1, 1883.

SCHENECTADY COUNTY — RURAL DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In accordance with your request that a “written report of the condition and wants of the schools under the jurisdiction of the school commissioners in the State,” be presented to the Department, the undersigned, commissioner of the Schenectady county district, would respectfully submit the following:

SCHOOLS AND ATTENDANCE.

The number of schools in this district is 60, showing no change since the report of last year. The whole number of scholars in attendance during the past year has been 2,211, the average attendance having been 1,195. This does not vary materially from the attendance of the preceding year. Considering the whole number of scholars who have had school instruction for some part of the year the average presents a moderate exhibit, and it is safe to say that the number might be larger in both kinds, and no doubt would have been had all parents and guardians felt more deeply the importance of doing all in their power to have every child subject to their control brought within the schools and required to attend with regularity. I have endeavored to impress upon the minds of parents that it is a wrong done to any child, whose only chance of education probably is afforded by the district school in their locality, to keep the child away or suffer it to be kept away from school by any cause short of a necessity, and that in proportion as children are shut out from the means of acquiring a good common school education when

the opportunity is offered, is a child's future jeopardized by neglecting this fittest preparation for an efficient and useful life-work. To secure their children's regular attendance at school, and not to withdraw them without good and sufficient cause, would seem a thing quite within the province of all faithful parents. The effect of this parental discipline, if practiced generally, would be a great boon to children not only but make the schools more prosperous.

TEACHERS AND EXAMINATIONS.

The work of the past year has been pursued in a systematic way, with the purpose of making it thorough and effective. Stated periods in the fall and spring have been fixed for public examinations, and so arranged in regard to place and time of the week as best to meet the convenience of the parties applying. These examinations have been both oral and written. The design has been not only to ascertain the qualifications of the applicant in the matter of possessing a competent knowledge of the various branches taught in the district school, but also to learn, as far as might be, the applicant's fitness for the work of governing and managing a school. To know how to govern well, with the aptness and tact to convey instruction well, is often more important than the mere possession of book knowledge, and this has been kept in view in the attempt to find out a person's fitness for the important position of district school teacher. Of course this is not readily learned in the case of a person seeking to enter on the work for the first time. Schools must be visited and their practical management carefully observed to enable one to obtain true insight into a teacher's gifts and skill to impart instruction properly. When teachers apply for a renewal of certificate, or for a certificate of advanced grade, light thus obtained is quite important in reaching decisions, favorable or otherwise, on their application.

INSPECTION OF SCHOOLS.

I have made it a point to inspect all the schools in the towns of this county at least twice in the course of a year—in the early summer once, and once in the winter term—I have found this semi-annual visitation a pleasant as well as a very useful part of my official work. Without performing it, to say nothing of its direct influence upon the schools, only an imperfect knowledge of their condition and wants can be obtained. I have found much to commend in a number of the schools, on the score of attendance, commodious arrangement, adapted facilities for the teacher's work, as well as of the character of the teachers and their methods of teaching. In some schools I have found some of these things lacking, and have endeavored, as far as practicable, to have the deficiencies supplied. The attendance has been fair as compared with the past year, though somewhat less on the whole than in some former years. Indeed in other sections of the State as well as this, a somewhat

ed attendance in the district schools has been remarked for a number of years past, indicating, perhaps, a smaller aggregate of persons to draw from to fill the schools than formerly in certain rural districts. The great improvement in farm implements, and especially machinery, to do the work that human muscles were used to do in other days, is thought to have done something to increase school attendance by enabling farmers to dispense with many farm laborers and substitute half grown children in their place, who, for this, at certain seasons, would have been in school. Farmers, with their families, have thus, in many instances, gone into the cities and villages, and further lessening district school attendance to some extent. The growing tendency, moreover, on the part of children at an early age to leave farm work and seek more stirring, and more money paying occupations in populous places has tended to decrease the numbers attending country schools. These facts may explain in part why the attendance at school in certain rural districts has, to some extent, fallen off. I would be slow to believe that parents have grown more careless of their duty to see that their children attend school, by compulsion, if necessary, or that children themselves are more unwilling than formerly to go to school, relying on their parents' indulgence to screen them in their idle freedom from the restraints and discipline of school. Whatever force this objection may have, it may at least be stated, among other reasons, that it deserves to be considered.

CHANGING TEACHERS.

The frequent change of teachers is an evil that is confined to no district or section. It has been a fruitful subject of complaint, and a complete remedy for it may not be possible to find. As long as more advantageous fields of employment open for the enterprising teacher, so long will the wish to improve one's condition lead teachers, like other people, to change the less remunerative situation for one that is more so, the less desirable for that which is preferred. One who has the supervision of schools can only do his best to impress upon teachers the importance of making their office permanent as they can without sacrificing too much, and upon them the fact that the more liberal their policy is toward teachers in schools the less liable will their schools be to suffer from too frequent changes of instructors.

SOME DEFICIENCIES NEEDING REMEDY.

Among the wants of the schools, some of them at least, the following may deserve to be pointed out. One is a lack of sufficient blackboard surface in many schools, together with a deficiency in wall maps, which want I hope, with the assent of districts, to remedy to quite an extent. Not more than twenty-one of the sixty schools in my jurisdiction are furnished with the complete map

series. Five of the entire number have only the map of the United States, good as far as it goes, but not adequate to make the learner familiar with the topography and geography of his own country, a matter with which every district school pupil ought to be well acquainted. School-house No. 16 of Duaneburgh has been re-roofed and otherwise improved during the past school year. The same can be said, but to a much greater extent, of school-house No. 8 in Rotterdam, where a vote of the district at special meeting authorized its trustee to act. The result is substantially a new and needed school-house at one-half expense for the latter. A similar determination by some other districts would give marked improvement in the sense of convenience and comfort enjoyed by the pupils in their pursuit of knowledge, which is now often done under great difficulties. The liberal spirit of a district is clearly shown in the school-house pleasant to the eye without, and commodious within. No outlay pays better than that which renders the place where the children resort for daily instruction attractive. This effect may be produced without large expenditure. Indeed the sum when distributed among all the families of a district makes the individual contribution small. Few investments prove so rich in profit as this. I have done the best possible in the direction of needed improvement to the extent of limited facilities. Where new school-houses are exceptionally needed I am obliged to be governed by circumstances, which at times interpose obstacles that are only to be removed by time and prudent treatment. I hope to see the good spirit of enterprise in the interests of the young showing its presence in increasing liberality for their school accommodation.

CONSOLIDATING SCHOOLS.

There are a few school districts in the county that might be consolidated with advantage. The small number of scholars which habitually attend certain schools seems to point to the combining of two feeble districts, if adjacent, in order to establish and maintain one vigorous school. This arrangement might make it necessary for some pupils to pass over a greater distance to reach the school-house. But this inconvenience would be more than counter-balanced by the advantages which a larger and better school would furnish. Any action of the kind will only be taken, if at all, after full consideration, and then only after the voice of school voters is heard in special district meetings to discuss the subject.

THE SOLE TRUSTEE PLAN.

Several districts at their last annual meeting took action, at my suggestion, looking toward the substituting hereafter of one trustee for three—the latter number serving in only a few districts. Should these consent to adopt the change, as it is hoped they will ere long, there will be the advantage of uniformity in the one

trustee system prevailing in all the district schools of this county. Progress in that direction is shown by the fact that one year ago two-thirds of the districts had one trustee. The proportion is now three-fourths.

THE TEACHERS' INSTITUTE.

The annual teachers' school for this county will be held at the Court House in Schenectady on the third Monday in December, to continue one school week. The institute will be conducted by Dr. John H. French as principal, and Prof. Charles T. Pooler as associate instructor. The season of holding the institute may seem a departure from the time of holding it in other years. There are some considerations in favor of the time at present chosen. One is the greater convenience, especially of some whose avocations in the summer or fall months do not permit a ready or regular attendance at the sessions of the institute. This alone seems enough to warrant the change this year to a winter session; a period not before taken in this county for many years past. The meetings hitherto have been pretty well attended by the teachers, who have seemed to find in them both interest and instruction, while school trustees and the outside public have appeared to regard them more highly as they have come to understand their scope and character better. The coming institute promises to be in no respect inferior in interest to its predecessors.

CONCLUSION.

On the whole the survey of the Schenectady county district is no way discouraging. All is not quite as it should be in it, nor has all been done that may have reasonably been hoped for in the way of needed improvements when the last school year began. But some progress has been made, and the indications are that more can be made. The change next year throughout the State in the time of holding the regular school meeting, now well known to all concerned, bids fair in itself to be an improvement upon past usage which it supplants. The long endeavor to secure the change points to the difficulties in remedying school matters, and shows what time and persistence can do when well directed. The value of the district school as an educator and the enlightened bounty of the State in providing the system and maintaining it, are cherished ideas with all good citizens. What the people need in their respective communities is to respond in a liberal and earnest spirit to the State's generous provision for all its children, and to do their part toward making this provision yield the best possible returns. Good and well furnished school-houses, good teachers and well supported, with ample facilities provided for thorough teaching in all the prescribed branches, proclaim the right spirit in control of the districts and a wide awake interest by the people in their schools. An interest signifying so much may and should be shown in behalf of all the

district schools of the State, and where it is, the common school will stand where its own merits have raised it, with its praises spoken by all.

Respectfully submitted,

C. W. VAN SANTVOORD,
School Commissioner.

SCHENECTADY, November 19, 1883.

SCHOHARIE COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— I have the honor to submit the following report :

During the year which has elapsed since my last report was submitted to your predecessor in office, I have seen a greater degree of zeal and energy to put in practice the ideas and suggestions which the teachers have received at the teachers' institute and at our county teachers' association, which last organization is held every three months, and which in itself is a teachers' institute, although on a smaller scale. But though conducted on a smaller scale, the association which is but two years old, having been organized in the fall of 1881, bids fair to become in the course of time a powerful lever to promote the art of good teaching and the cause of education.

The people, too, during the last year, have seemed to show more interest, and they are now more than ever before, asking who are the good teachers.

I think, also, that the trustees who served the past year, have manifested a great desire to repair the school buildings and to adorn and beautify the grounds and surroundings.

In quite a number of districts where, heretofore, it has been necessary for the commissioner to order repairs, the inhabitants have volunteered to make the repairs, and they have been cheerfully made.

In the town of Middleburgh, districts Nos. 4, 7 and 8 were by an almost unanimous vote of the voters thereof, consolidated into a union free school district, thus increasing the number of schools in my commissioner district to two.

The said district is erecting an elegant and commodious school-house, three-stories in height, at a cost of about \$105,000. When finished it will be a pride and ornament to Middleburgh, and it might well be to any village.

I find in making my visitations, that in some districts which are poor and sparsely settled, little or no apparatus is found in the schools; and it has been my practice to impress upon trustees

importance of supplying the schools with at least a globe, charts, and a good blackboard, which last mentioned article I regard dispensable in every school. No school can be *well* taught out a good blackboard.

The question of district libraries is one difficult to be solved. Present the library in every school amounts to *practically* nothing. Where, twenty-five or more years ago, there was a well-kept and carefully taken care of case of books, you will now, perhaps, find a few shabby books scattered about the district.

The library money is so small that it does not amount to but a little, and is almost universally paid for teachers' wages. If library money could be applied to buying charts or something of the kind, it would in my judgment produce more benefit than in any other way.

The school-house in the village of Central Bridge has very recently been burned, and thus the erection of another building will be necessitated. As the district is rapidly increasing in the number of children, and the former school-house was entirely inadequate for accommodation of the scholars, a large, well-appointed and more comfortable building will probably be erected.

In my judgment there is a decided progress in the condition of educational affairs. Our teachers are improving and are more diligent and earnest in their labors, and are striving to keep up with the times as to the best and most improved methods of teaching.

I think it may be said that although our schools are not in all respects what they should be, they are gradually but surely improving.

LE GRAND VAN TUYL,

School Commissioner.

ALBANY, November 30, 1883.

SCHOHARIE COUNTY — SECOND DISTRICT.

1. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—In conformity with the direction contained in your circular letter, I respectfully submit the following report:

The results of education in this commissioner district during the year were somewhat gratifying and satisfactory. The attendance has increased, the character or quality of the instruction was better, and I believe the teachers have advanced in qualifications.

Educational interests in this county are not dormant, but are moving steadily forward. Although it seems that progress is slow in some school districts, yet I feel greatly encouraged by the reports of progress made in others. Our schools are wielding a silent and

powerful influence for good. There is an enlarged curriculum of studies taught, embracing United States history and civil government. It is my desire and aim to make more useful even the humblest schools in my district. Free schools are a necessity. Our attention should be turned toward their reformation and improvement.

MY WORK.

My whole time has been devoted to the schools under my supervision. I have acted under the firm conviction that the duties of the office that I have accepted had the first and best claim upon my time and energies, and I have not allowed myself to be interrupted in the performance of my work. The office of school commissioner is looked upon by some people with indifference, and as one of little importance. A school commissioner in the second district of Schoharie county, who visits every school twice during the year, holds a series of examinations in the spring and fall, apportions school moneys, makes financial, statistical and written reports to the Department, settles disputes in regard to district boundary lines, issues orders making transfers of property from one district to another, makes arrangements for and attends teachers' institutes and associations, conducts the correspondence, and performs a vast amount of office work that is unseen and unknown to the public, will find that the office is no sinecure. Those that criticise the office see but a small part of the labor performed and unjustly believe that the aggregate is of but little value. The school commissioner system of supervision is the best the State ever produced.

The deeper insight into my duties which every year's experience gives me, and the possibilities for good which are within my reach, put me strongly in sympathy with the school interests of the county.

Figures are said to be dry and dull companions. But if there be a time in the year when my interest in the cause of education glows to a white heat, it is when, day after day, I pore over the reports of trustees which in a condensed form I present to the Department, and of which are born many statements and suggestions embodied in this report.

SCHOOL-HOUSES AND SITES.

The amount expended in this district during the last year for school-houses, outbuildings, sites, fences, furniture and repairs, was \$2,960.90. This is \$767.41 in excess of the amount expended for the same purpose during the previous year. Three new buildings were completed and eight dilapidated structures repaired. Prior to the last annual meeting I issued a circular to trustees requesting them to read it at the meeting. I made some suggestions in regard to the proper recognition of taste without and within the school room, provisions for ventilation, apparatus, outbuildings, etc. I think the circular had a good effect in some districts, as many voted to repair school buildings. There has been a general movement in that direction all along the line.

last spring I sent a circular letter to trustees, respectfully calling attention to a much neglected, but a most profitable field for improvement — that of adorning school grounds by planting shade ornamental trees. Some trustees acted upon my suggestions as a result, 545 trees were planted. Some districts will plant next spring. The grounds surrounding many school-houses been selected on account of their worthlessness; some school buildings are almost crowded into the road. The school-house is an object of the interest a school district takes in the education of the children.

TEACHERS' WAGES.

The amount expended for teachers' wages last year was \$26,315.47. There was an increase of \$2,022.63 in teachers' wages. I notice as the wages of teachers increase, the length of the school term decreases. In other words, trustees, when required to pay more for teachers, shorten the terms of school. It appears to be the chief object of some trustees to run the school in such an *economical* (?) way as to make it of little or no expense to the district. The teacher's salary is graded or regulated by the trustee's liberality or parsimony. A teacher's ability and successful experience should regulate the salary. Low wages and too much competition for positions have driven many good and energetic teachers into other lines of labor. We need more and better primary teachers. Most of the teachers in our graded and union schools are selected on account of their fitness to teach primary children. There is no valid reason why the pupils in our smallest schools should not have the same or the same advantages in the elementary English branches as the children in the large village schools. If each rural district would raise by tax for teachers' wages, one-third the amount of money received from the State, each school could be provided with a good primary teacher.

TEACHERS.

The whole number of teachers employed at the same time for forty-eight weeks or more was one hundred and sixteen. At the time of writing, the supply of teachers is scarcely equal to demand. This condition of supply and demand has not been met with before in this county for many years past. I believe this scarcity of teachers will prove salutary to the schools. It will have a tendency to attract better talent to the profession. There will be less competition for positions and no underbidding. The best teachers will not be driven out of the work, there will be every inducement for more thorough preparation on the part of teachers, and there will be more permanent employment. One of the greatest needs of our common schools is the service of more earnest and better-trained teachers. Many trustees do not ask for good and well qualified teachers. They act on the principle that "any thing is good enough to teach our school."

TEACHERS' LICENSES.

Of the 198 teachers employed, 180 were licensed by commissioners, nine by the State Superintendent, and nine by normal schools. There were 74 men and 124 women teachers employed. There has been a decrease of 11 men teachers, and an increase of 13 women teachers in my district.

On account of a scarcity of good teachers, I am forced to license some who are not as well qualified as I should like to have them. I select the best from the number that present themselves for examination.

The larger portion of the teachers held third grade certificates. I have granted only a few first grade certificates, and those were given to teachers of successful experience. I indorse the present standard of State examinations for State certificates. A State certificate should be evidence of superior qualifications.

EXAMINATIONS.

I held examinations in various places in my district, devoting about seven hours to one class of applicants. Applicants are required to pass a satisfactory examination in the common English branches, United States history, civil government and methods of teaching. About one-third of the applicants usually fail in passing the examination. I have been only reasonably rigid in my requirements, and endeavored to license those who were the best qualified.

The importunities of friends and the severe criticism and censure of enemies have not influenced me. I have conscientiously adhered to a standard of merit in applicants for license, keeping only one purpose in view—that of supplying the public schools with the best teachers that may be obtained. I have no desire to leave school-houses vacant and antagonize the people. I need their co-operation. No law or rule is stronger than the public sentiment behind it.

At a competitive examination held at Middleburgh, Morris Cohn, Jr., of Cobleskill, received the appointment to Cornell University.

SUPERVISION.

Some trustees performed their work faithfully and well. To a large number of them my thanks are due for earnest and hearty co-operation in the work in which we are engaged; but what can I say of those trustees who will not co-operate in any thing, and continue to conduct the affairs of the district on the principle of a "penny wise and pound foolish" plan. Some trustees are illiterate and hold narrow views on educational matters.

Can we reasonably expect that the educational interests of the district will rise above the fountain, the trustee? The method of employing teachers is sometimes good, but very often bad or indif-

t; trustees seldom inquire into the teachers' capacity or the of license. I have found teachers in schools without any li. Second and third grade teachers are placed in charge of class schools. Indifferent trustees render the work of the commissioner almost futile and useless. More power has been granted trustees than to any other officer connected with the school system.

The only practical way to better the condition of our schools give them more permanent and efficient supervision. The annual change of teachers, the annual change of trustees, and triennial change of the commissioners, are a serious obstacle to advancement of our common district schools. It has been well that "a chain is not stronger than its weakest link." Our common school system is not stronger than its weakest and poorest visiting officer. But a sudden and transitory change in our school system is not always desirable. If a supervising officer fails in his duty, elect a better one to fill his place. Let us strengthen weak links of the chain.

Most of the commissioner districts are too large for practical and efficient superintendence. No school commissioner should have more than sixty schools under his charge.

VISITATIONS:

Made, during the past year, 209 visitations of schools, visiting each school twice and some three times. The best place to ascertain a teacher's ability to instruct and manage a school is in the school room. I find that many neglect or ignore the practice of instruction according to any common sense method. Many of the teachers do not make special preparation of a subject or topic for work, and are, therefore, compelled to adhere too closely to books. Only a few teachers read educational journals and professional works. Our schools in order to be successful imperatively need that parents and patrons should exhibit more interest in them than they do now. We need a class of patrons who will embrace every opportunity to visit the schools and to express sentiments favorable to their advancement. Children should be sent to school usually and regularly. The school-house should be made more comfortable, and the children provided with suitable text-books.

TEACHERS' INSTITUTES.

Forty-nine districts paid the wages of teachers while attending institute, which amounted to \$288.34. The institute, which was held at Middleburgh during the week commencing October 1883, was well attended and productive of much good in promoting enthusiasm and giving teachers new ideas in their work, which many of them will reduce to practice in the school room. The eagerness and earnestness with which the teachers grasped the ideas when presented, clearly demonstrated the fact that they appreciate and value the opportunities afforded by the institute in building themselves up in their profession. Professors John-

not and Newell made enviable reputations as thorough, earnest and practical workers. It is my opinion that teachers, unless excused by proper authority, should be compelled to attend the institute, when they will not do so voluntarily. The day is not far distant when the institute will be considered an indispensable institution for the instruction of teachers. We need more of them, and they should last several weeks. The "hard shell" teachers most generally absent themselves from the institute. A teacher who thinks he cannot learn any thing at an institute is an object of pity and, in some cases, of contempt. He should retire from the business of teaching.

EDUCATIONAL MEETINGS.

During the past year a large number of meetings of teachers were held in this county. The Schoharie county teachers' association held three meetings, and it is rapidly growing into favor. It is destined to become a power for good to many teachers. In addition to these regular gatherings of county teachers, there were frequent meetings of teachers in several towns comprising this commissioner district. These voluntary associations give aid and pleasure to those who attend them, and afford every opportunity to inspire and inform teachers of less experience, by bringing them in contact with those of more extended experience and marked ability. They have been of great profit in the enthusiasm created on the part of teachers, and the interest awakened among the people. Some of the teachers of the county availed themselves of the privilege of attending the State teachers' association that met at Lake George last July. They deemed the time well spent.

I place greater dependence upon those teachers who attend institutes and associations than upon those who do not.

NORMAL SCHOOLS.

I am able to commend the work of the normal schools. I believe they are performing the mission for which they were established. Some claim that normal graduates do not teach. The members of the class in which I was graduated at the Albany Normal School in 1874, have taught in the aggregate 203 years or 406 terms, and many of the class are still actively engaged in teaching. Besides the work done by graduates, we should not lose sight of the efficient labors of under-graduates. While there were only nine normal graduates teaching in this district last year, there was a large number of under-graduates teaching who have spent one term or more at the normal school. The normal schools are a great and living force in molding or shaping the methods of instruction in this and other States.

COBLESKILL UNION SCHOOL.

This school is accomplishing grand and telling results for the young people of Cobleskill and its vicinity. In every department

school, from the primary to the academic, commendable being done. A teachers' class was organized and maintained last year in this school. The members of the class received training for their work and taught successful summer schools.

DISTRICT LIBRARIES.

number of volumes in district libraries was 2,057; valued at . There were expended \$20.57 in the purchase of new books. Library money is generally appropriated for the payment of teachers' wages, illegally as well as otherwise. If it is to be used in any way the commissioners should be relieved of the extra work of apportionment. To encourage the formation and enlargement of libraries, the library money might be apportioned to those districts which raise an equal amount by taxation and applied the same to the purchase of books. This would lead to the establishment and maintenance of libraries, and the money would then be devoted to its legitimate purpose.

APPARATUS.

There were \$58.88 expended for school apparatus during the past year. In most districts there is a lack of appreciation of the necessity for proper school apparatus. There should be a law compelling each district to provide itself with necessary apparatus; or the trustees should have limited power to purchase globes, maps and a dictionary, without a vote of the district.

ATTENDANCE.

The whole number of children between the ages of five and 21 as reported, was 4,919. The number of pupils attending the schools some portion of the school year was 3,935. At the apportionment in this county every child of school age drew 4 cents for the benefit of the district in which he resided. The apportionment for every 140 days' attendance was \$1.3246. It will be seen that a child that did not attend school drew only 64 cents of public money, while one that attended school at least 140 days in the year, drew about two dollars. The desirability of a full regular attendance upon schools sustained for long terms is apparent.

REPORTS.

The work of making the annual apportionment is very much improved by requiring the average daily attendance to be given in hundredths. Not more than one-twentieth of the trustees' reports needed the average expressed in decimals. By using integers, the work of apportionment would be facilitated. The apportionment of the public money on the basis of the aggregate attendance in each district would be an improvement of the present method. A great deal of time is used in correcting trustees' reports. There

should be explicit directions or copious notes after each item in the blank reports, explaining fully how to frame the answers. I fail to see the necessity of requiring statistics in relation to vaccination and compulsory education. But few trustees report on these subjects.

SCHOOL TERMS.

The average length of school terms was about 32 weeks. Twenty-six districts had school 28 weeks; four districts 29 weeks; eight districts 30 weeks, and three districts 40 weeks. The legal term of school should be lengthened.

SCHOOL DISTRICTS.

A grave mistake has been made in the formation of small and weak school districts. The valuation of some districts is too low and the number of children too small to sustain a good school. I have consolidated two districts in the town of Summit, thereby forming a district that is numerically and financially strong. One good healthy, vigorous school is preferable to two small weak ones.

SCHOOL YEAR.

The change in the school year commencing October 1, and closing September 30, to August 21, and closing August 20, will work advantageously. Schools will commence earlier in the fall, and the attendance will thereby be increased. The attendance of pupils during July and August is small, and the schools should take a vacation during these objectionable months for school.

DISTRICT CLERKS.

It is the duty of each district clerk to forward to the town clerk immediately after his election, a list of all school district officers, under a penalty of five dollars for neglect in each instance; and it is the duty of the town clerk to send to the school commissioner a list of such school officers for each school district in his town. This is highly important, and should be attended to immediately after the annual school meeting. This requirement is generally ignored even by those who understand the law. I have received lists from one-half of the towns.

CONCLUSION.

I have used perfect freedom in speaking of our educational interests. I am aware that some persons will find fault with my labors, and some criticise my remarks, but I submit my proceedings to the scrutiny and inspection of those for whom I have labored, in the firm consciousness of having honestly and earnestly endeavored to do my duty.

That I have made mistakes is quite possible, indeed very probable, but, if so, they have been mistakes, nothing more. The duties of

the hour are before me. I shall attempt to perform them with an earnest and determined resolution.

Before closing this report, I would gratefully acknowledge the kind and liberal support given me on the part of the people and press, the hearty co-operation of school officers and teachers in my efforts to raise the standard of our schools, and the prompt and courteous attention given all my communications by the Department. I am,

Very respectfully yours,

JACOB H. MANN,
School Commissioner.

WEST FULTON, December 1, 1883.

SENECA COUNTY.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — In compliance with the request of the Department, I make, in addition to my regular statistical report, the following special report:

This commissioner district comprises the entire county of Seneca, and is divided into 105 school districts, 95 of which have the school buildings situated in this county. This number is one less than reported in the statistical report, one district having been dissolved since the date of said report. There are yet too many districts for the best interests of the schools, the average territory per district being about three square miles, while in my opinion it should be not less than four; the records of my office showing that better schools are maintained in the towns of this district which have the school districts averaging that amount of territory, than in the towns divided into smaller districts, and also that the per cent of average attendance upon the whole number of children of school age as a base, is greater in the towns having the larger school districts.

Seneca county having no cities within her boundaries, the statistics given herein represent the condition of school affairs in a rural community.

SITES AND SCHOOL BUILDINGS.

Of the 102 school-houses in the county, 60 are furnished with improved furniture, 22 with good furniture of the old style, while in 20 the furniture is poor. The average size of school-house sites is 82 square rods, and the estimated average value of school-house and site is \$1,445. Considerable attention has lately been given to the adorning of sites, but there is plenty of opportunity for more work of the kind.

I find 46 sites that are pleasantly located, and improved with shade trees, etc., and 56 that have no such improvements.

In the matter of outbuildings, this commissioner district shows a decided improvement, most of the districts having two privies, and none of them being without any. The classification is as follows:

Districts having good outbuildings, 48; districts having fair outbuildings, 39; districts having poor outbuildings, 9.

APPARATUS AND BOOKS OF REFERENCE.

Here is the worst feature of school work in this county. A few schools have globes; fewer still wall maps of any description, and, with the exception of blackboards, no other apparatus is found in any of them, outside of three or four union schools. Of the country schools, about one-half have good dictionaries, and none have cyclopedias or other books of reference.

Only one hundred and sixty-six dollars were expended for libraries and school apparatus during the past year.

The district libraries in the common schools exist only in name, as a comparison of the reports of trustees for a series of years plainly demonstrates, the number of volumes reported for the same district by different trustees varying from nothing to two hundred.

TEACHERS.

The whole number of teachers employed in the schools of this county during the past school year was 145, of which there were males, 52; females, 93. Of these there were licensed by the school commissioner, 117; by the superintendent of Seneca Falls, 22; by the State Superintendent, 5; by the normal diploma, 1.

Of those licensed by the school commissioner there were given first grade certificates, 19; second grade certificates, 32; third grade certificates, 66. The average salary per week paid teachers, during winter term, \$9.11; during summer term, \$8.27. The average time school was taught in each district during year, 33 weeks and 4 days. Number of teachers holding same position for the year, 61.

During the past school year I have inspected every school in my district at least once, the great majority of them twice, and some of them three times, besides official visits to districts when schools were not found in session, or upon matters pertaining to district organizations or disputes therein.

I have also examined two hundred and seven applicants for license to teach, of whom one hundred and eighty-eight attended public examinations, and nineteen, at supplementary or private examinations. I would respectfully suggest the following changes in the school laws which I believe would be beneficial:

I. That the present apportionment for library purposes be discontinued, as at least ninety per cent of districts expend the money so allotted them for the payment of teachers' wages.

II. That trustees shall have power, without vote of district, to purchase apparatus or books of reference to the amount of \$25 in any one year.

III. That district clerks shall report names of newly elected district officers direct to the school commissioner, and that proper blanks be furnished for that purpose, by the Department.

IV. That the Department shall issue all examinations for certificates of the first and second grades, establish the subjects and the percentage to be passed in order to entitle the applicant to receive said grades.

In the matter of reports I would also suggest changes as follows:

I. Under No. 7 of first statistical report, the report of number of teachers is entirely misleading on account of the same teacher being reported from different districts. Under that head the number of teachers licensed and employed as per report of State Superintendent for 1883, is 31,233, a number largely in excess of the real facts of the case.

To insure accuracy the report under said head should be made exactly from the school commissioner's records.

II. Under No. 11, same report, the practice of dividing attendance 140 to obtain average attendance for purposes of apportionment is entirely unnecessary and misleading, besides entailing a large amount of extra labor upon the commissioner, both in reports to the Department and in making apportionments. The basis of apportionment should be the number of days' attendance of children residing in the district, which will produce the same result as the present method when properly computed.

III. Under No. 24, same report, the value placed upon school-houses and sites regularly fluctuates as different trustees make reports; and frequently school property reported as worth \$500 in the report of one year will be estimated worth \$800 in the following year's report, without a dollar having been expended for improvements or repairs.

The value of school property, size of sites, condition of outbuildings, etc., should be reported directly by the school commissioner on personal examination.

IV. No. 6, second statistical report, should be dispensed with, as at the present time it is matter of small moment whether the school building is separated from the highway by a fence or not.

V. The report of children vaccinated should be confined to those attending school; and space in the school register should be devoted to a record of the same.

VI. The statistics relating to compulsory education are imperfect and unreliable, and should be omitted until legislation is secured, making the act relating to compulsory education operative.

All of which is respectfully submitted.

ISAAC H. STOUT,
School Commissioner.

FARMER VILLAGE, November 30, 1883.

STEUBEN COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — In compliance with your request, I respectfully submit the following report in relation to the schools in the second commissioner district.

In order to secure more prompt and accurate reports, the following circulars were sent respectively to the town clerks of the various towns, and the trustees of all the school districts in the county:

“TO SCHOOL TRUSTEES.

So many errors have previously occurred in the annual reports of the school trustees, that we deem it advisable to call your attention to a few special points:

The facts gathered from the various questions in this report are of great importance to the Department of Public Instruction, and the most careful attention should be given them. Before beginning the report each trustee should carefully read the “instructions to trustees,” at the bottom of the third page of the blank. Then he should see that each question is legibly and correctly answered in the proper place. Care should be taken that the footings of the “Receipts” and “Payments” of the financial report, on the first page, are the same, otherwise the report is incorrect. Your attention is especially called to the necessity of carefully and correctly answering questions 4, 5, 6, 8, 11 and 17 of the statistical report, on the second page of the blank, as these form the basis for computing the amount of public money your district shall receive.

In case any trustee is not confident that he understands the matter sufficiently to correctly fill out the report, we suggest that he take the number and names of the pupils of his district, the number of days' attendance of the school and the various other necessary facts, to a lawyer (or some other competent person), and have the report made out by him. This will cost but a trifle, and will insure satisfactory results.

It should be distinctly remembered that each report should be filed with the town clerk not later than the second Tuesday of October (the 9th).

By following these suggestions you will insure your district its proper share of the *public school money*, and a great favor will be conferred upon

Your obedient servants,

E. A. HIGGINS,

ABNER MORRILL,

School Commissioners.”

September 1, 1883.

own Clerk of _____.

DEAR SIR. — The annual supply of registers, for use in the several schools of your town during the next school year, is forwarded to you herewith.

Also, the blank forms for trustees' reports, which you are requested to distribute without delay, in order to give trustees ample time to make their reports at the close of the year. It is necessary to file one report. Extra blanks are furnished so that, in case one gets filed or lost, then another may be used.

Much labor, annoyance and delay have been previously occasioned by flagrant inaccuracies in the trustees' reports, and you will please draw my attention to the following instructions to town clerks, copied from the Code of Public Instruction, pp. 183, 184:

'The duties imposed on town clerks are important, and upon their proper performance depends, in a great degree, the efficiency of the school system.

'The attention of town clerks is particularly called to the importance of collecting and correcting the reports of trustees within the time limited by the law. It will be remembered that from these reports, the school commissioner must, without delay, make his own report to the Superintendent. From the reports of the commissioner the Superintendent must collate, arrange and digest all the facts, and present the results to the Governor at a day so early that he may be able to weigh them carefully, and incorporate a statement thereof, with such recommendations as he may deem proper, in his annual message to the Legislature.

'The town clerk should examine every report as soon as it comes into his hands, and if possible in presence of the trustee delivering it, in order that any mistakes may be detected and corrected at once, so that the trustee may retain it for correction. If, however, necessity requires the report to be returned to the trustees, all mistakes and errors should be pointed out, and particular instructions given as to the manner of correcting each, and a day should be set for the return of the report to the town clerk.

On the blanks for reports will be found a blank certificate of filing, which should be filed and signed on the date of filing."

By carefully reading the above you will observe that you are responsible for any errors in the trustees' reports, and you are especially requested to carefully inspect and revise, if necessary (if possible in the presence of the trustee), so that I may not be obliged to return any of them to you for correction. Please see that the figures of the "Receipts" and "Payments," in the "Financial Statement", balance, as otherwise, there must have been a mistake. Please see, also, that questions 4, 6, 8, 11, 17 and 18 of the "Statistical" report are legibly and correctly answered, as they form the basis for the apportionment of the public money, and hence *must* be exact. Please have the reports all collected, corrected and forwarded to me not later than Friday, October 13.

By carefully conforming to the above instructions you will confer a great favor upon

Yours, very truly,

ABNER MORRILL,

September 15, 1883.

School Commissioner."

As a result the reports of the trustees were prepared with much greater care than in former years.

From the general abstract already submitted to you, I gather the following statistics:

Number of school districts, 203; number of school-houses, 203; number of children of school age, 14,597; number of children registered, 10,747; average daily attendance, 5,703.887; average daily attendance for apportionment, 6,484.268; expense of maintaining the schools, \$117,717.87; estimated value of school property, \$211,820; assessed valuation of taxable property, \$10,891,434.

The work performed in the various schools has, in the main, been efficient, and the progress made very gratifying indeed. A large proportion of the teachers seem to realize the greatness of their responsibilities and are earnest in their efforts to promote the interests of their schools.

Six new school-houses have been built during the year, including one in each of the villages of Cameron Mills, Jasper, and Lindley. The schools in these villages have been partially graded, and good results, it is believed, will follow.

Teachers' classes have been taught in the Addison Union School and Canisteo Academy, and thorough work has been performed by each.

The teachers' institute for Steuben county was held in Corning, one week, commencing August 13. The attendance was in advance of last year, and a deeper interest seemed to be awakened. The presence of the Superintendent of Public Instruction was a source of great gratification, and his very able address secured close attention and made a deep impression upon the large audience which listened to it. The instruction given by the instructors was very appropriate. The one aim seemed to be to make the teachers realize the importance of their work and the necessity of better qualification for it. Teachers' institutes are doing excellent work and accomplishing much for our schools; but they are not doing what they might, were they held for a longer period; more time is needed for drill and examination.

In reviewing the labors and results of the year it is a source of gratification that I am able to say that I have honestly endeavored faithfully to discharge my duties, and that I have not labored in vain.

With many thanks to the Department for its uniform kindness and courtesy, I am,

Yours very respectfully,

ABNER MORRILL,

School Commissioner.

PAINTED POST, December 1, 1883.

SUFFOLK COUNTY -- FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In conformity to your request, I submit the following :

The statistical reports for the year show the following facts and comparisons with the report of last year :

	1883.	1882.
Amount of money received from all sources.	\$41, 148 46	\$40, 490 90
Expended for teachers' wages.	29, 695 44	28, 695 98
Number of teachers for 28 weeks.	86	88
Children of school age.	6, 191	6, 214
Private schools.	10	11
Pupils attending private schools.	115	146
Children attending public schools.	4, 309	4, 242
Average of children attending public schools.	2, 305	2, 394

Average weeks of school, 36 ; teachers with State certificates, 5 ; normal graduates, 22 ; licensed by commissioner, 104, of whom there were 35 males and 96 females ; inspections by commissioner, 106 ; volumes in libraries, 5,753 ; value of same, \$3,052 ; value of school-house sites, \$16,820 ; value of buildings, \$75,805 ; assessed valuation of the five towns comprising the district, \$7,075,300.

District No. 14, of the town of Southampton, has had no school for the past year, the reason being that there are but two or three children of school age in the district who would attend school.

District No. 2, of the town of East Hampton (Wainscott), has just completed a new school building, which is an ornament to that village and reflects credit to the liberality of many of its citizens. The building was erected without raising a cent by taxation, the whole cost being paid by subscription.

I trust that the work at Wainscott will furnish an incentive to some of the neighboring districts to furnish their children with, at least, *comfortable* school buildings.

Improvements have been made in many of the school-houses in the district during the past year or the past two years -- changes which several years ago would have seemed almost impossible -- but there remains much to be done before the school-houses of the first commissioner district will be, as a whole, what they ought to be.

I have made eight recommendations for appointment to the normal schools during the year.

At the examination held at Huntington in July last, Mr. Henry G. Dimon a graduate of Riverhead Union School, received the ap-

pointment to Cornell University. His examination reflected credit upon the school where he had received instruction.

Normal teachers are accomplishing a good work — the instructors who have graduated from the schools established by the State are undoubtedly exerting an influence upon the body of schools — but it would be gratifying to see a more general disposition among normal graduates to enter heartily in the work of county associations and give the teachers who have not had these advantages the benefit of normal methods.

In speaking of normal teachers, it suggests itself to my mind to speak of another class of teachers that we have in this county and undoubtedly in every county of the State, and that is the self-educated class of teachers — teachers who have done and are doing successful school work, who have adopted methods from experience and who make a study of the principles of the profession and who keep posted in the theories which are published by the acknowledged educators of the day. It takes but a short time for a commissioner to know this class, and it is always a pleasure to him to visit the schools of such teachers.

While giving full credit to normal teachers for the general good work which they do — the highest meed of praise is due to the class of teachers who had the originality of thought and intelligent adaptation of theory to work out successfully, it may be alone, methods which produce results that are approved.

The teachers' institute was held at Riverhead in May, with Profs. Lantry and French, conductors. It was one of the largest institutes ever held in the county — the number of teachers enrolled being two hundred and twenty-four.

I will not make any recommendations this year; in fact on looking over commissioners' reports for a number of years, it seems that the ground has been pretty well gone over, and a wide diversity of opinion appears to exist in many things as to the best method of perfecting that for which we are all striving — the improvement of the schools.

We make one new departure the present year in the time of closing the school year, and while it has been long wished, the present fulfillment is gratifying. It cannot help but to be to the advantage of the schools, and I think will have the effect of making the school term longer in many of the districts.

I have issued, during the year, two first grade certificates, thirty-one second grade, forty-four third grade. There are now teaching in the district seventeen teachers having first grade certificates.

I find in many of the reports that commissioners recommend that the examination of teachers be made by a uniform system and under the direction of the Department.

This seems to me to be on their part, either an acknowledgment of unfitness to discharge the duties of the office or a lack of moral courage to face the opposition or fierce criticism which ensues when the commissioner does that which he knows to be his duty. Let us

be manly in this business and endeavor to perform faithfully the duties which the law directs.

And further in regard to the matter of examinations. The commissioner is in a position to form a better judgment of the needs of a particular district than any central authority can possibly be.

The best foundation for the public school is an enlightened public opinion. Let commissioners direct their attention to this and get the leading men or women in each school district interested in the school question, and one-half of the difficulties under which the schools labor will be overcome.

The great problem in the common schools of the rural districts is the question, "How to secure to the children in poor and sparsely settled sections the advantages of a good school?"

If the State assumes to control the school system, the child living in the rural district has the same right under the law to receive a *common school education* as the child living in the city or village. It is apparent that the cost makes it prohibitory in many districts of the State, and that schools are maintained which do not offer the advantages which secure a proper education. What plan of supervision will accomplish this work? How can the State insure suitable school facilities to *all* of the children of the State?

There is great confusion in all of the commissioner districts in regard to district boundaries. I suppose the condition will continue to exist as long as the present system of recording district lines is followed. There should be a law compelling either the district, town or county to have maps made, from a reliable survey, of the boundaries of the school districts, then the present difficulty would be overcome.

In making this report it affords me great pleasure to use the opportunity to speak of my colleague Commissioner Conklin. Entering upon the discharge of our duties strangers, we became friends. The occasions which bring us together in discharge of public business is also an occasion to which I look forward for friendly intercourse and genial good fellowship. Under these circumstances labor which may be of itself hard, dry and uninteresting becomes a pleasure.

To the Department I tender thanks for favors; to the people of the district for many evidences of good-will; and to the teachers and trustees for their uniform courtesy and consideration.

I have the honor to be,

Very respectfully yours,

GEORGE H. CLEAVES,

School Commissioner.

GREENPORT, December 15, 1883.

SULLIVAN COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— The abstract of trustees' reports forwarded some time since gave such statistical information regarding the schools under my supervision as was called for, and comprised all that was necessary to show the cost of education in the district, the number of children under instruction, the average attendance, etc.; therefore it is unnecessary to take time or space to recapitulate facts already submitted to the Department.

In the examination of eighty-six schools, one or more times during the past school year, I found the common branches, which include spelling, penmanship, reading, geography, arithmetic and grammar, taught in all but seven. In seven grammar was not taught, either by the use of text-books or by oral instruction. In twenty-one I found classes in algebra; some, however, were limited to two or three pupils. In forty-three United States history was one of the studies pursued. Instruction generally by means of semi-weekly exercises aided by the use of blackboards was given in 28. In three or four some attention was given to the natural sciences, and in a very few book-keeping was taught.

Every child needs to be taught most that which he will need to use in mature life most. To be a fair penman, able to read our language, and understand it, to write correctly a letter of business or friendship, with such thorough knowledge of the fundamental operations of arithmetic as shall secure accuracy and rapidity in adding, subtracting, multiplying, and dividing, and also in using vulgar and decimal fractions; understanding of the best methods of computation in interest and percentage, together with a knowledge of book keeping and accounts, should be the first object and aim of the instruction given in our common schools. These results ought to be accomplished so completely that no person possessing ordinary mental powers, who shall have attended the common school from the age of six or seven to fifteen or sixteen, can attain maturity without having this knowledge, necessary as it is to every man or woman.

Besides these acquirements, geography is valuable because of the pleasure a knowledge of the world in which we live gives to the possessor. History and government teach the cost and value of our institutions, and prepare for the duties and privileges of the citizen.

The policy of providing free education beyond the limits of the subjects which have been named is doubted by many wise and philosophic thinkers. Whether higher education (so called) gratuitously furnished to all the young (whether fitted by natural capacity or taste to acquire and use it or not), will better prepare them for the

as and trials of life, and add to the happiness and prosperity of people, is a question to be answered by future experience.

I will briefly notice some improvements which I have observed in schools, and also some mistakes and failures which I hope and we are rapidly being rectified.

A majority of the schools arithmetic occupied altogether too much of the time and attention of teachers and pupils—not practical business arithmetic, but what might be termed the curiosities of the science. A great deal of time has been wasted on non-essentials as the solving of puzzles or problems based upon imaginary conditions such as can never occur in actual business life. The question of spending days or weeks to arrive at the number of oxen which can be kept on a certain number of acres of pasture for a certain time, if so many acres with the growth keep so many oxen a certain time, or how long it will take a wolf and a bear together to eat a sheep under certain conditions, is hard to see.

Some claim such exercises to be valuable aids to mental discipline, there are other things to which time and labor can be given which will be of use to the pupil in after life, while at the same time discipline the reasoning faculties with more thoroughness and precision. I have urged the giving of all sorts of practical examples relating to the measurement of surfaces, solids and capacity; the measuring of wood, lumber, and land; finding the capacity of casks or bins; calculation of interest and percentage. I am glad to say that my efforts in this direction have been aided by most of the teachers of the district.

Prior to 1874 it was a rare thing to find a history of the United States in schools, and no attention was paid to information concerning the character and operations of our form of government, or to sources of general information; the inventions and discoveries in science, or the current events in the world's history as detailed in newspapers. I can remember very well when these subjects were looked upon with contemptuous indifference by not a few teachers. There has been improvement in this respect. History and government are recognized as useful and necessary branches by our best teachers, and have a place in all our best schools.

The teaching of spelling exclusively by oral exercises has given place in a great measure to written work. This is a great advantage and has been productive of the best results.

The reading exercises are the most important part of school work, upon them depend to a great degree all other work. To teach reading so that the pupil shall read correctly, as to pronunciation, emphasis, and modulation of voice, and by question, illustration, and explanation, lead him to understand and appreciate what he has read, is of all teaching art the most difficult, and one that requires the most skill, patience, and learning in the teacher. The teacher can bring to aid in hearing the reading lessons, not elocutionary art alone, if he is so fortunate as to have it, knowledge of the sciences, literature, of history, and an extensive and varied acquaintance

with books. In this department are the most failures and the least improvement. Something may be attributed to the books we have at present, and something more to the foolishness on the part of parents and teachers — generally the former — of placing children in reading books that are beyond their comprehension.

The teaching of grammar has not always been paid for by successful results. That branch has exhibited some of the same want of practical application that I have noticed as peculiar to arithmetic. Teachers and pupils often fail to show that they ever discovered any relation existing between the study and correct speech or writing; at least I judge so from the style of some of the letters I have received from teachers as well as pupils.

In geography much improvement has been made by teachers who have commenced their work before young pupils by describing or having them describe home surroundings, and their direction from other objects, and by the aid of local maps proceeding from the town to the county, and thence to the State. This course has been profitably taken with older students of text-books. I am confident of a decided improvement in this department during the past ten years.

TEACHERS' INSTITUTES.

The teachers' institute for this county was held at Monticello, in the first commissioner district, for five days commencing September 23. It was under the instruction of Prof. Charles T. Barnes, assisted by Prof. Charles T. Pooler. The time was mainly spent on methods of teaching primary classes in reading, spelling and numbers. The instruction given was most valuable. Nearly all teachers who are known in the commissioner district for their earnestness, ability and success in teaching were present. Many others, who are yet young in the work, merit commendation for their punctuality in attending, and for the efforts made by them for improvement. My opinion of the value of institutes has been given in former reports submitted to the Department. Speaking for my own schools, I can say we are more indebted to them for the preparation and training of teachers than to any other agency. They have encouraged teachers to make greater efforts for the attainment of knowledge by reading and study; and such changes for the better as have been visible in the past ten years in methods of teaching, in discipline and government, and in caring for the physical health of pupils, are largely due to the adoption of suggestions made at institutes by the able men who have been sent into the county to hold them.

WEAK DISTRICTS.

In districts where the amount of property does not exceed \$10,000, the schools cannot be expected to flourish. The residents of such districts are compelled by their poverty to limit the time in which the school is taught to the minimum required to draw public money, to

by cheap teachers, and to avoid expenditures for houses, books, apparatus as much as possible. Even with property amounting to over fifty thousand dollars the tax to support a good school in all its appointments is more oppressive than any other public burden, and, consequently, in districts of this class, men of property, without remuneration of their own to educate at the public school, often plan to reduce school expenses to the lowest possible sum. The result is uncomfortable and unhealthy school-houses and surroundings, short salaries, and oftentimes teachers who lack the ability to earn good salaries in places where such are paid.

The need of the schools in all rural localities or farming communities is more liberal appropriations for their support. This assistance should not be drawn from town or county taxation, the rate to be fixed by statute, and not left optional with boards of supervisors or local authorities, or it might be derived from an increased State tax for support of schools.

Superintendent Gilmour, in his last annual report, in speaking of school districts wisely said :

Such districts cannot, without over burdening themselves by taxation, employ as the teachers of their schools persons who have been thoroughly trained, or who have had experience in the profession. yet it seems necessary that such districts should exist, for if they were to be wiped out through consolidation with other districts, otherwise, many children would be deprived of even the meager educational privileges they now possess, by reason of the remoteness of their residence from the nearest school. So under present laws the small districts described will continue to exist, will be served by poor and inefficient teachers, and will be no credit, but rather a drawback to our school system. There is a remedy for this condition of affairs, and it is within the power of the Legislature to apply it."

Respectfully submitted,

CHARLES BARNUM,

School Commissioner.

ONTIOCELLO, November 26, 1883.

SULLIVAN COUNTY — SECOND DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

R. — In compliance with your request, the following report is respectfully submitted :

My commissioner district is composed of the towns of Callicoon, Albany,burgh, Fremont, Liberty, Neversink and Rockland. It contains 12 school districts, 93 of which have their school-houses in this county, one in Delaware county and three in Ulster county.

All the schools of this district were in session for 28 weeks or more during the past school year, except No. 13, in the town of Rockland, which is a new district, formed August 4, 1883.

The school in the new district is now in session and probably will be for 28 weeks or more of the present school year. The amount paid for teachers' wages during the year ending September 30, 1883, was \$16,040.68, being an increase of \$965.33, over the amount reported for the year 1882.

The average salary of teachers during the past year was \$5.57 per week, being an increase of thirty-five cents over the amount paid per week the previous year. The amount of money raised by tax on property for all school purposes within the school year was \$8,253.66. The value of real and personal property in the district is about \$2,118,095, so that the tax was nearly four mills on each dollar of assessed valuation.

There were in the district on the 30th day of September last, 5,355 children of school age, 3,895 of whom attended school some portion of the year. The average attendance was an improvement on the last preceding year. Two new school-houses were erected during the past year, and several of the old buildings were thoroughly repaired and re-seated with patent seats.

The Liberty Normal Institute located at Liberty, in this district, under the principalship of Prof. Alva Seybolt is doing efficient service and is spreading an influence for good throughout the county.

The institute held at Monticello, commencing September 24, under the instruction of Professors Barnes and Pooler was well attended, and the instruction given was highly gratifying to the teachers and friends of education in attendance. Most of the schools in the district are in fair condition, yet from various causes they do not sustain that high character which from their importance they justly claim.

Respectfully,

MELVIN HORNBECK,
School Commissioner.

NEVERSINK, *December 1, 1883.*

TIOGA COUNTY.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—A brief *résumé* of the work of the last school year and the condition of the schools at its close is respectfully submitted.

No great innovations have been made during the year and such could not be expected for the conditions have remained much the same for a series of years, yet we claim for the schools progress in the variety of the work accomplished and the results attained.

There are in this county 167 school districts, including joint districts, which employed 205 teachers at the same time for twenty-eight weeks or more. Of this number of districts, three were merged during the last year, one being consolidated.

The present school district system of taxation for school purposes seems to be unequal and manifestly unjust. In comparing the rate of taxation in two districts, the tax on \$100 is found to be sixty-six cents greater in the weak district. In many already rich districts roads and other corporations pay a large per cent of the school tax, while in towns bonded for railroads, the weak and unproductive districts pay their share of these railroad bonds, yet receive no benefit from railroad tax. Also, by the present system of apportionment, wealthy districts absorb a large per cent of the public money and the poorer ones are more destitute than ever.

JOINT DISTRICTS.

It co-incides with the recommendation of such a change in law as would require only one report from the joint district and that to the commissioner in whose district the school-house is situated; then have all the public money for the district apportioned by the same commissioner. As it is, the commissioner has no means of knowing whether the financial report is correct or not, or whether the trustee, in making out his statistical report, includes the whole district, as regards the average attendance and number of children of school age, or reports for only a part.

SCHOOL-HOUSES.

There has been a marked improvement in the condition of school-houses in this county.

During the past year, nine new school-houses have been built, including two recently completed. In three instances it was necessary to condemn the old buildings. A large school building has been completed in the village of Waverly which, in respect to its quality and arrangement of heating and ventilation, surpasses any previously built in this county; however, the high school building now in process of erection in Owego village promises to be a most perfect structure. It is ornamental in architectural design, and in its internal arrangements it is almost a model of convenience. The amount appropriated by the village for this building is \$25,000.

TEACHERS.

How to advance the standard of teachers' qualifications and keep a supply of teachers is a problem yet to be solved. When the teacher, by experience or special training, has become eminently well fitted for the work, the small salaries paid by many districts lead him to seek other employment, and his place must be filled by a new and inexperienced. At the beginning of last year teachers'

classes were organized in Owego, Waverly and Candor, under the instruction of competent and experienced teachers. About eighty have graduated receiving testimonials from the Regents. Many of them are now teaching their first term and have shown by their ability to enter at once upon the teachers' work with skill, that the teachers' class is productive of much good.

The young teachers who have never had the means to attend higher and better schools than those afforded in small villages, naturally follow the systems and methods of school management of the teachers employed in such schools. There are many who commence teaching under these circumstances, and for this reason it has been my earnest desire to find and recommend the best talent for these schools. As a rule, the teachers of this county are earnest, faithful, and, in a good degree, successful in their work, and are willing and desirous to learn whatever will help them to do better work.

INSTITUTES AND ASSOCIATIONS.

The teachers' institute for this county was held in Owego, commencing September 3, and closed after an interesting session of one week. The attendance reached two hundred and thirty, notwithstanding the village schools had just begun.

The instructors, Prof. Johonnot, and Supt. Balcom, of Owego, treated the subjects in a simple, comprehensive manner, and the work done was thoroughly practical. The ideas gained by the teachers have been largely incorporated into their work and has given new life and vigor to our schools.

According to the statistical reports of the trustees, there are 9,443 children between five and twenty-one years of age, a falling off in school population in this county of 310 from last year. In Waverly the decrease is 71 and in Owego 59. No reason can be given for this except that more have arrived at the age of 21 than have at the age of five. Owing to the fact that there are 540 square miles of territory in this commissioner district, it is impossible to visit the schools as often as desirable; however, 240 visits were made by me since October, 1882.

With grateful acknowledgment of the hearty co-operation of teachers and school officers, and the courteous and prompt attention given to all my communications by the Department, I am,

Most respectfully yours,

L. O. EASTMAN,

School Commissioner.

OWEGO, *November 29, 1883.*

TOMPKINS COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In compliance with your request of October 20, the following report is respectfully submitted :

The graded schools of Ithaca, under the supervision of Prof. L. C. Foster, occupy three frame and four brick buildings, employ thirty-four teachers, have a registered attendance of 2,018, and an average daily attendance of 1,359.

At a special school meeting held November 9, it was voted to build a new high school building on the site now occupied by the high school building, at a cost of not exceeding \$50,000, the coming year. Preparations are now being made to commence work immediately after the close of the spring term.

A new Roman Catholic parochial school building will also be completed in time for the fall term of 1884, at a cost of about \$14,000.

For further information see report of Ithaca schools.

Trumansburg union school occupies two frame buildings and employs six teachers, with a registered attendance of 355 and an average daily attendance of 206 ; Prof. A. W. Dyke, principal.

Newfield union school employs three teachers, with a registered attendance of 132 ; C. H. Van Marter, principal.

Both of these schools are prospering finely, with prospects of doing still better work in the future.

There are also 73 districts employing one teacher each, and occupying one brick, one stone, and 71 frame buildings ; ten of these districts are joint districts. There are also seven other joint districts having the school-houses in other counties. The registered attendance of these schools is 2,045.

During the winter term 1,383 pupils studied arithmetic, 732 grammar, 882 geography, 1,375 writing, 150 United States history, 123 civil government and 36 algebra.

During the summer term 1,123 studied arithmetic, 531 grammar, 650 geography, 1,198 writing, 55 United States history, 43 civil government and 7 algebra.

Salaries, with few exceptions, have ranged from five to ten dollars a week.

Good teachers are scarce.

A teachers' institute, conducted by Dr. French and Prof. Kennedy, was held at Dryden in March, 1883. A more extended report of this institute I will leave to Commissioner Howe in whose district it was held. An institute was also held at Ithaca, commencing October 15, 1883, conducted by Professors Post and Curtis, with a registered attendance of 206 teachers.

Although Professor Post has conducted several successful institutes at Ithaca, it was claimed by the teachers that his success was greater than ever before.

As to the success of Professor Curtis as instructor, I can give no better proof than by stating that nearly all the teachers registered at the institute requested me to be sure and secure him as one of the instructors at the next institute.

Two new school-houses will be completed in time for the winter school, and two others are being extensively repaired.

There are yet five school-houses that should be rebuilt or repaired soon.

All the school-houses are provided with suitable outbuildings.

There is much said about the township system, but would it accomplish practically all that is claimed for it in theory? I have yet to learn that the district schools of other States under the township system are better than our own.

If the inhabitants, the teachers and the commissioners could work harmoniously together and do the school work in a more systematic manner, with the means at our command, much more might be accomplished than there now is.

At the commencement of each school year I have issued a circular to teachers. The following is the circular issued October 1, 1883:

"CIRCULAR TO TEACHERS FOR 1883-4.

A teachers' institute will be held at Library Hall, Ithaca, commencing October 15, at 10 o'clock, and continuing one week.

Teachers' examinations will be held at Ithaca high school building, commencing at 9 o'clock, A. M., Saturdays, October 20, 1883, November 10, 1883, March 22, 1884, April 12, 1884. Teachers' meetings will be held at Ithaca high school building from 10 to 12 o'clock Saturdays December 1, 1883, January 19, 1884, and May 24, 1884.

All applicants for teachers' certificates should be 18 years of age.

Private examinations are discouraged, and it is hoped no teacher will ask for one.

Certificates will not be indorsed.

If a vacation occurs, the teacher should notify the commissioner.

Contracts between teachers and trustees should be in writing.

Trustees wanting teachers, and teachers wanting schools, will do well to apply to the commissioner.

Public money will be apportioned on the third Tuesday in March.

The commissioner can be found at Horn's drug store Saturdays, from 1 to 4 P. M.

SCHOOL EXAMINATIONS.

The commissioner will furnish questions to teachers who wish them, for school examinations to be held by the teacher, assisted by the trustee or some interested person, Thursday, February 7, 1884.

The examination will consist of writing, spelling, arithmetic, grammar, geography, United States history and civil government.

The teacher will examine and mark the papers, and send those of all pupils, who pass above 75 per cent in four studies, to the commissioner.

TRUSTEES.

Trustees should see that the school-house is clean and comfortable, and that the outbuildings are in good condition as is required by a regard for decency, before the term commences. Encourage the teacher and children by frequently visiting the school.

TEACHERS.

All teachers should have a programme for school work, and leave both programme and class record for their successors.

They should commence the morning session promptly at 9 A. M., and the afternoon at 1 P. M.

They should take good care of all school property.

They should maintain good order at all times on the school premises.

They should require prompt and accurate recitation.

They should visit the children at their homes.

They should be reasonably intelligent on all topics of public interest, and devote themselves faithfully and exclusively to their work.

PUPILS.

Every pupil should attend school regularly, obey the teacher, observe good order and be diligent in study.

COURSE OF STUDY.

FOURTH OR D GRADE.

First secure the confidence of the children; teach reading by using the word and sentence method; teach "a," "an," "the," and conjunctions, prepositions, etc., only in phrases and sentences.

Pupils should copy all words and sentences taught, and should read what they write.

Use ruled slates and long pencils, and see that they are properly held.

Develop numbers with and without objects to 10.

Use "first readers" (four times daily).

THIRD OR C GRADE.

Use "second reader" (four times daily).

Teach writing and free-hand drawing of simple figures.

Arithmetic. — Develop numbers, and teach notation and the four fundamental operations to 100.

Language.—Correct wrong forms of expression and write sentences.

Geography.—Develop ideas and teach names of natural divisions of land and water as far as practicable.

SECOND OR B GRADE.

Use "third reader."

Arithmetic.—Use "rudiments of arithmetic."

Language.—Teach the use of capital letters and punctuation marks.

Oral geography.—Tompkins county, New York State. Draw map of Tompkins county. Finish primary geography.

Writing.—On slates and paper.

FIRST OR A GRADE.

Use fourth reader.

Spelling.—Use spelling books and spell the difficult words in other studies.

Arithmetic.—Use practical arithmetics. Teach thoroughly fractions and compound numbers.

Grammar.—Use text-book. Write descriptions of animals, plants, pictures. Teach letter writing.

Geography.—Use higher geography. Teach extra oral geography of the State of New York; size, boundaries, the principal rivers, lakes, mountains, the number of cities, and the names and location of the largest in order of their size and some important fact about each.

Teach the direction of places from where you are teaching. The number of counties and their location.

Speak of climate, productions, population, objects of interest, State officers, etc. Draw map of New York.

GENERAL DIRECTIONS.

Be sure the pupils get the thought before reading.

Give careful attention to the proper expression of thought. The proper expression requires attention to inflection, emphasis, modulation and pauses.

Children will early learn to distinguish the difference between a statement, a question, a command and an exclamation, and the proper punctuation of each kind of sentence. The subjects of physiology and hygiene, United States history and civil government can be presented in general exercises at the discretion of the teacher.

Give frequent and thorough reviews.

AMASA G. GENUNG,
School Commissioner.

ITHACA, October 1, 1883.

I can already see good results from this circular.

Twenty-four pupils passed the examinations held in February 1883, several of whom have since passed the Regents' examinations. I wish trustees had authority to purchase dictionaries, maps etc., not exceeding some certain sum. The districts generally have a Code of Public Instruction of 1868.

There should be a supply of new law books furnished all the districts. At least they should have all the laws passed since 1868, in pamphlet form.

In conclusion, I wish to thank the teachers and patrons for their courteous treatment and liberal hospitality.

For the many favors received from the Department I am under obligations.

Very respectfully yours,

AMASA G. GENUNG,

School Commissioner.

ITHACA, November 27, 1883.

TOMPKINS COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — I have the pleasure of submitting to you the following additional report in relation to the condition of schools in the second commissioner district of Tompkins county.

I was fully aware when I entered upon the duties of the office of school commissioner in 1881, that the schools of the district had been under the supervision of competent and faithful officers. I therefore did not expect to find any "chaos" out of which order must be brought or any demoralized or low condition of the schools out of which by some startling *coup d'etat* I should raise them to such a pitch of efficiency and prosperity, that they would become the wonder and admiration of the State, and I only hoped that I might do all in my power to promote, and nothing to impair their continued progress and success. I must then be allowed to indulge myself in some degree of satisfaction, in being chosen to the position for another term after a sharp canvass, during which no charge of incompetency or inefficiency was made against me.

The number of school districts has been increased by the formation of an additional one in the town of Lansing. The growth of a new business center consequent upon the building of a railroad through the town, has created a hamlet of a number of families, situated some two miles from a school-house, and the necessity for school facilities for a respectable number of children so unfavorably situated was so apparent that the result was accomplished with but

little opposition or criticism. The new district has bought a site and built a good school-house, without any of the disagreements or controversies so likely to arise in such cases.

A school under the management of a competent lady teacher is now in progress.

A very successful teachers' institute was held in March last at Dryden. It was the first held in this commissioner district, it having been the practice to hold them in Ithaca, which is in the first district. Professors Kennedy and French gave us the best of instruction, which has produced marked effects upon our school's.

A teachers' class was instructed during the last winter, at the Groton union school, nearly all the members thereof being successful and receiving the Regents' certificate.

Professor A. C. McLachlan having resigned the principalship of the Groton union school, Professor F. P. Waters, of Madison University, has been appointed to the position. An elegant brick school-house has been completed and occupied within the year, and the prospects of the school are most flattering.

Professor H. M. Lovell, of the Ypsilanti (Mich.) Normal School, is still most successfully conducting the Dryden union school.

Having been troubled with the errors and inaccuracies so frequent in the reports of trustees, my associate of the first district and myself sent to each trustee a circular in which was given the balance of money on hand as per the last trustee's report, and the amount of all apportionments for the year to the district, also somewhat more specific directions in regard to other essential parts of the report. The result in my case has been a marked improvement in the reports, so that I have not been obliged to return nearly so many as heretofore. I shall continue my experiments in this direction, making my instructions more explicit in the hope of reaching further accuracy.

In reading the communications of the commissioners as published in the report of the Superintendent of Public Instruction, one can hardly fail to be impressed by the interest manifested in the subject of "raising teachers' qualifications", and it is an encouraging sign that some are able to report that many trustees are inquiring for "*good teachers*." Yet it is undoubtedly the fact that with very many trustees the *good* teacher is the one who will come nearest to teaching for nothing and board himself, and when such a one is found, woe to any commissioner who fails to appreciate such excellent qualifications.

Teachers, like other people, are inclined to work for pay and not for fun, consequently when some other business pays better than teaching, they are likely to take the better pay. The amount of money apportioned to the districts is growing less each year, therefore, if wages do not lessen, district taxation must increase, and it is this form of taxation that the tax payer can most easily control, and he is likely to do it. But then the commissioner is expected to *raise* the qualifications in the face of declining wages! True he cannot

create qualifications or endow teachers therewith, cannot even license one whom he knows to be the possessor of the requisite good moral character, learning and ability, unless such person will consent to receive such license, and cannot compel him to teach if licensed; but the schools must be supplied, each school must have at least one teacher for twenty-eight weeks in each school year to enable it to "draw" the public money; must hire cheap teachers so as to relieve property from taxation, and still the commissioner must raise the qualifications; just how, will some one explain? The fact of the great inequality of school district taxation is well understood, and it seems to me that there is no better remedy than to increase the State tax.

What we want at present is, some provision for supplying to each school a dictionary (unabridged), and a reasonable amount of apparatus; also, for paying each trustee for time to deliver his annual report, personally, to the commissioner.

"INSTRUCTIONS TO TRUSTEES.

Read carefully all the instructions on the blank reports, and *also on the school register.*

Your apportionment and balance on hand, as per last year's report, are as follows:

1. Balance on hand October 1, 1882, after paying all claims for previous school expenses.....
2. Amount of public school moneys, both for teachers' wages and library, apportioned to the district from State funds.....
3. Amount received from the proceeds of gospel and school lands, whether rents, or the proceeds of a fund raised by the sale of such lands. (This is what is known as the Town Fund.).....
4. Amount raised, including the amount remaining *to be* raised, by tax on property, for all school purposes within the school year; but *not* including money so raised to pay expenses of a previous year.....

Be careful and *not* include any money to pay former indebtedness; and do not fail to include all money to pay this year's expenses.

Be particular about questions 1, 2, 6, 11, 14, 15, 25, on page 2. Your next apportionment of school moneys depends upon the correctness of the statements in this report.

The statute provides as follows: Every trustee who signs a false report, with the intent to obtain from a commissioner a larger sum than is legally due the district, forfeits twenty-five dollars and commits a misdemeanor.

You have two blanks. Fill out both alike. Keep one for your district, and send the other to town clerk. Please file in town clerk's office promptly.

Before employing a teacher, see that he has a certificate of qualification, and before paying him, see that he has certified to the correctness of his register. If a teacher is employed without a certificate, he can collect nothing for his services, and the trustees would be liable to a criminal prosecution should they voluntarily pay him. Sections 41, 42, 43, article 5, title 7, Code of Public Instruction.

The attention of district clerks is called to page 129, Code of 1868.

The coming school year, beginning October 1, 1883, will close August 20, 1884, during which time there must be at least twenty-eight weeks of school.

S. L. HOWE,

McLEAN, September 1, 1883.

Commissioner."

Thankful for favors received from the Department, I remain,
Yours obediently,

S. L. HOWE,

School Commissioner.

McLEAN, November 30, 1883.

ULSTER COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR. — In compliance with your request, I now send you my report of the condition and wants of the schools under my jurisdiction:

There are nine towns in my district, and they contain eighty-eight school districts, employing one hundred and seven teachers. I have been very careful in my supervision of them, and I am pleased to say that I see a marked and continual improvement in them.

The principals of the large village schools are nearly all young men, while the other teachers and those of most rural districts are females. The most of these teachers are young, ambitious, earnest and faithful in their labors, having their hearts in the work.

I find the pupils courteous, attentive, interested and progressing in their studies. The school-houses are being improved in many districts. I have had two new ones built this season, and another is in course of erection, while others have been repaired and put in good condition. The new ones have most of the modern improvements, and are not only neat and comfortable, but ornaments to their districts. In some districts, I am sorry to say, it seems to be the ambition and desire of the trustees to hire the cheapest teachers they can get, and some paid only from eighty to ninety cents per day ; of course they cannot get first-class teachers for such wages.

Our teachers' institute was held at Ellenville for one week. We had an attendance of about one hundred teachers. It was conducted by Professors DeGraff and Newell, and I think much good will result from their instructions. But the great difficulty in regard to these institutes is to get the teachers to attend them. Some say their wages are small and they cannot afford to go, others say that their trustees don't want them to attend. And when I tell them the trustees cannot prevent their attendance, they say they know it, but if they do go that they will make it unpleasant for them. We have over three hundred teachers in this county and an attendance of less than one-third of them. I would recommend a law making it compulsory for all teachers to attend.

LIBRARIES.

I find many school libraries in the school-houses. They are not read much. The cheaper literature of the day seems to take the place of them.

In conclusion, I would say that I have very many reasons to be satisfied with the schools in my district. They are being pleasantly and successfully conducted, and I think the pupils are getting a good preparation for the great and important duties of life.

With thanks to the teachers and trustees for their co-operation, the people for their kindness, and the School Department for its favors, I am,

Most respectfully yours,

ETHAN PARROTT,

School Commissioner.

MILTON, *December 1, 1883.*

WARREN COUNTY.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—According to promise in my last report, I have delivered in nearly every town in my county a lecture upon the subject of "Our schools and our duties toward them." I have labored faithfully and hard for the cause of education ; and my efforts have been crowned with many gratifying results, among which are the following taken from my abstract recently sent to you :

	1882.	1883.	Increase.
Average daily attendance as a basis for apportionment.....	3,035.288	3,099.186	63.868

This is a gain of 393.828 over the attendance in 1881, and this increase has been accomplished notwithstanding the fact that in

district number eighteen, Queensbury, there has been established a parochial school, which has reduced the attendance in that district from 208.642 in 1882 to 75.942 in 1883 — a loss of 132.700.

There has also been a decrease of fifteen in the number of children of school age residing in the county, and of one hundred and eighty-five in the number attending school, showing a greater regularity in attendance.

	1882.	1883.	Increase.
The whole number of days' attendance was.....	429,372	437,243	7,871

There has been one new school built and more money expended for repairs than last year. Several districts contemplate building or repairing the present school year, and a gratifying sign of the times is that in most places where repairs are made the old-fashioned instruments of torture, viz.: "wooden seats," are being replaced with the new patent desks.

Last year there was expended in this county the insignificant sum of \$10.72 for school apparatus; the present year the sum of \$618.43 has been paid for that purpose. There has been paid for teachers' wages the sum of \$3,530.78 more than last year, making an average increase of \$22.20 to each teacher. This increase has been nearly general throughout the county; the towns of Bolton, Horicon and Stony Creek being the only towns that report no increase. We have engaged and teaching at same time 162 teachers, and at the end of this school year I had in force 197 licenses graded as follows:

First grade.....	15
Second grade.....	116
Third grade.....	66

School district No. 15 of the town of Chester has been made a joint district by including within its boundaries lands located in the town of Schroon, Essex county.

The opening of the parochial school in district No. 18, Queensbury, has reduced the number of teachers there from four to one; but the increased number in the union free school at Glens' Falls and the new district organized in Warrensburgh will give us two additional teachers' quotas in the public money to be apportioned next spring.

Of the needs and wants of this district there are many, but I will mention only a few, among which are a better class of school buildings and better adapted for school purposes; more blackboards, globes, charts, maps; seats better adapted to the comfort of scholars; a great improvement in the appearance of school grounds; a good hitching-post in a convenient place on every site; setting out trees, shrubs, etc.; and the greatest need is such an awakened interest on the part of the patrons of the schools that they will visit them and see for themselves what is needed, supply these needs and thus con-

tribute to the comfort of scholars and the encouragement of the teacher.

The act of 1881 in relation to school district boundaries and its repeal in 1882, has thrown us into much confusion as to the location of boundary lines. I can see no way out of this difficulty but to redefine the boundaries of all the districts in my county except union free school district No. 1 in Queensbury, whose boundaries have been defined and recorded since the repealing was passed. This additional labor imposed upon the commissioner is the result of unwise legislation.

In July last a meeting was called at Warrensburgh for the purpose of organizing a teachers' association; an organization which has not existed in this county since almost from the time "*when the memory of man runneth not to the contrary.*" A goodly number assembled, and our object was accomplished. We hold our meetings quarterly, moving about from town to town. Two regular meetings have been held, and we now number over 115 members.

We have had a prosperous school year. I have made more visits than last year. We have two teachers now in the normal schools. Many of those at home are taking and reading good educational papers; they are manifesting more interest and doing better work than ever before, and about as good work as can be done under existing circumstances. An active part was taken by them at our recent excellent institute which made the exercises more than usually interesting. The institute was conducted by Professors Newell and Northam. The average daily attendance was ten greater than last year, which shows an increasing interest in institute work. We regret in this county a departure from the old rule of a two weeks' session. Two sessions in one year are impracticable. One session of two weeks would make but little difference in expense to the State or to the teacher, while two sessions in one year would nearly double the expense to both. And it is believed that one session of two weeks would be much more profitable to the teacher than two separate sessions of one week each.

In conclusion, allow me to express the opinion that it would be a wise and economical expenditure of money for our State to employ a few good lecturers to go into every town and address the people on the subjects: "Duties of School Officers," "Duties of Teachers," and "Duties of the Public toward our Schools." This might result in such an increased interest on the part of the public as would lead to the supply of all our wants and needs, and the accomplishment of such results as would be of untold benefit to this and succeeding generations.

Respectfully submitted,

A. ARMSTRONG, JR.,
School Commissioner.

CHESTERTOWN, December 1, 1883.

WASHINGTON COUNTY — FIRST DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In accordance with your request, I briefly report the following in regard to school matters.

Our union free and graded schools are doing good work, and many are receiving a good education at home, thereby saving the expense of going abroad to attend some high priced institution. A normal teachers' class consisting of 19 members has been organized and instructed during the past fall term at the Fort Edward Collegiate Institute; being present at the final examination, my impression is that the members of this class have been greatly benefited. Let us have more teachers' classes.

Our Washington county teachers' association held their *first* meeting at Fort Edward; eighty-seven teachers were present; all were very much interested in the exercises, some of them claiming that they learned more in regard to teaching in our short one day session than they did at the institute in five days. If a fund could be appropriated, say one-fourth as large as the fund now used for institute expenses to each county in the State to pay incidental expenses, and let the teachers of the county occupy all of the time of the session themselves in discussing educational topics, it would prove a far better investment for the State according to the amount than the institute fund.

My impressions from school visitations are that the children attending our common schools are not as advanced according to their age as those attending the graded schools. On an average, the common schools fail to give as many weeks' schooling during the year as the graded schools. Hence the common school children are not receiving their just share when compared with what the graded children receive, nor are our common school teachers receiving what wages they are justly entitled to from the State educational fund. I claim that a child born in a common school district is entitled to just as many weeks' school from the State as one born in a union free school district, and the State should appropriate the same amount of public money to the child born in a common school district as it does to the one in the union free school district. Let us have the principle of equal rights for all in our school system. Let us have a law that shall equalize the length of terms in our common and union schools, say three terms of 12 or 13 weeks each, with a long vacation in July and August. When such a law is enacted, the length of terms and wages of the common and union free school teachers will be equalized throughout the State, and the child residing in the backwoods school district will receive the same number of days' schooling in the year as the one in the union free school.

When such a law is recorded on our statute books, it will mark a grand era in the history of the school system of the Empire State.

Yours truly,

H. T. HEDGES,

School Commissioner.

SHUSHAN, December 15, 1883.

WASHINGTON COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— In obedience to your wishes, I respectfully submit the following special statement in respect to the condition of the schools under my supervision.

Since the passage of the union free school law and the organization of the four excellent schools in accordance with its provisions, in this district, the condition of the small country schools has gradually but visibly improved, a majority of the teachers of the latter having derived much of their education and special preparation for teaching from the former; and as these schools are centrally located, liberally sustained, thoroughly supervised and taught, they have won a deservedly high reputation in the county, and are extensively patronized by non-resident pupils, who enter them chiefly for the purpose of securing the necessary qualifications to enable them to become teachers. Thus the superior methods and systems in operation in the union schools are gradually finding their way into rural localities. Still a more thorough knowledge of approved methods is a great necessity with many of our teachers in the common schools.

Teachers' institutes do some good work in supplying needed instruction in this direction, and an association of teachers recently formed in the county promises much in the same line. This association, organized and supported by our most progressive teachers, has semi-annual sessions conducted on a plan similar to the State association. Papers on methods of teaching the various subjects required in our public schools are presented by members of the association, and are followed by impromptu discussions. One session only has been held. It was largely attended and much interest was evinced.

The one hundred and twenty-one schools of this district are now in operation, one hundred and sixty teachers being actively engaged.

When the statement is made that our schools are not what they ought to be or what they might be with a more vigorous and better system, the question arises how can the system be improved and so modified as to give us one hundred and sixty teachers in this dis-

strict every term, whose education, training and morality properly fit them for their important work?

Be it remembered that in very many of the country districts, the conflict between the friends of good schools and good teachers at a reasonable expense, and the parsimonious advocates of cheap teachers, cheap school-houses, cheap apparatus — or none at all — is too frequently decided in favor of the latter.

I conclude that so long as the present district system continues, and the management of the schools is so completely in the hands of trustees, who may be the willing instruments of a body of selfish tax payers, a majority of whom may have no direct personal interest in the maintenance of any school, just so long will it be impossible to bring about any radical reformation.

I have long favored the "township" system as a means of correcting many evils in the present plan, but its friends have thus far failed to accomplish any thing.

The teachers' institute held at Granville in September was well attended, but not as largely as it would have been had it not been for a change in date that also necessitated a change in place. The methods of teaching as presented by Profs. Northam and Barnes, met the approval of teachers and commissioners alike.

The wants of our school are numerous, among which might be mentioned, first, better teachers; second, better school-houses; third, more liberality, philanthropy and humanity on the part of patrons and tax payers in school districts, and fourth, more efficient and intelligent supervision.

How to secure these things is a problem the solution of which I leave to the superior wisdom of our legislators.

Very respectfully,

E. C. WHITTEMORE,

School Commissioner.

MIDDLE GRANVILLE, November 29, 1883.

WAYNE COUNTY — SECOND DISTRICT.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR. — I have the honor to present the following on the condition and needs of the schools in this commissioner district:

I have driven 3,000 miles, and made 205 visits during the past year.

I have given considerable attention to the

DISTRICT LIBRARIES.

Feeling assured that neglected and dilapidated as they are, they contain much of value to the schools, I have, by the aid of my

teachers, recovered many of them from store-rooms, garrets and other places equally safe and inaccessible, and placed them in the school rooms in charge of the teachers.

In almost every case, I have found them to contain treasures in history, biography and literature, books without which any library would be incomplete.

I would repeat the suggestion made last year, that *none* of the library money be allowed to be expended for teachers' wages, but that it be used for the purchase of books of reference, apparatus, etc.

SCHOOL-HOUSES.

Of these I cannot report as favorably as I could wish. One new building was erected last year, and many repaired so as to be as good as new. Still many are uncomfortable, unhealthful and unsuited to the wants of the district. But there is not public spirit enough in the people, and in too many cases not backbone enough in the supervisor to give the commissioner authority to order new buildings in cases where repairs would be useless.

While I do not think the commissioner should have sole power to condemn a school-house, I am convinced that he should have some one associated with him who is farther removed from the people than the supervisor, to whose political future the disaffection of a single district might prove fatal.

TEACHERS.

The first essential of a good school is a good teacher. Without this, a fine building and pleasant surroundings, important as they are, avail little. It is in trying to furnish teachers of character, learning and ability for all the schools — a work in which the commissioner ought to have the hearty co-operation of patrons and school officers — that he meets with the most determined opposition. The trustees have an eye rather to price than to quality, and the patrons manifest a stronger interest in the success of some unworthy aspirant for the position of teacher than they show in the education of their children, though to this there are many noble exceptions.

It will be a happy day for our schools when it comes to be generally acknowledged that to teach requires qualifications, not the influence of politicians or ministers of the Gospel (?); that the lamentations of "mamma" and the outraged dignity of "papa" can avail nothing; that the commissioner is to judge of the fitness of a candidate, and not the above mentioned.

Now the difficulty is not that the commissioner must yield to these influences, for that man is to be pitied indeed whose spinal rigidity is not sufficient to enable him to say to all these, "Get thee behind me, Satan!" but that by his firmness he creates an opposition that seriously cripples his influence in other departments of his work. But I feel sure that it is better our schools should suffer for a little time from this, than that they should be forever the victims of selfishness and ignorance.

Perhaps one of the most annoying creatures to the commissioner is the pedagogical "dead beat," who, refused by his own commissioner, goes to another county, and bull-dozing that commissioner who is ignorant of the facts in the case, returns rejoicing, bearing his ill-gotten license with him.

TEACHERS' INSTITUTES.

The influence of teachers' institutes on our schools can hardly be overestimated. These institutes are to many of our teachers the only source of instruction in *methods* without the knowledge of which good work cannot be done.

We have had two very successful institutes during the year. The one held at Sodus this fall was of especial interest and value. The attendance, though the time was somewhat unfavorable, was unprecedented, and the instruction of rare practical value. Prof. J. H. French gave his attention to school organization and school hygiene, than which more important topics could not have been chosen. Prof. O. T. Barnes discussed thoroughly and in a practical way, the subject of reading. I am sure his instruction will bear fruit a hundred fold in the schools this winter.

Thanking the Department for its many courtesies, and for the support and encouragement I have received in my work, I remain,

Your obedient servant,

DANIEL VAN CRUYNINGHAM,
School Commissioner.

MACEDON, December 13, 1883.

WESTCHESTER COUNTY — FIRST DISTRICT.

HON. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.—In accordance with custom and in compliance with the request expressed in your circular letter of October 20, last, and in addition to the several statistical and financial reports transmitted to you on the 30th of October, I hereby submit a special report of the schools within my jurisdiction as commissioner of the first commissioner district of Westchester county, with such other matters relating to the cause of education in said district as is suggested by my observation and experience:

In my last annual report I stated that there was a "gross irregularity in the present division of this county into commissioner districts," and I then respectfully recommended, and asked the concurrence of the Superintendent in "the passage of an act by the Legislature enlarging the boundaries of the first commissioner district of this county."

I now reiterate that statement and will add that as an act of simple justice to my associate commissioners, if for no other or better reason, a re-districting of this county should be accomplished. But I find that there now exists no reason for again making the recommendation in favor of the passage of an act by the Legislature to accomplish the desired end. Chapter 414, Laws of 1883, entitled "An act to amend section sixteen of chapter one hundred and seventy-nine of the Laws of eighteen hundred and fifty-six, entitled 'An act to provide for a more thorough supervision and inspection of common schools, etc.,'" passed May 16, 1883, seemed to me, when I first saw it, to cover the case entirely and to render a further act of the Legislature unnecessary in the premises. On referring the matter to you by letter, under date of October 4, last, you replied as follows, under date of October 6: "In my opinion chapter 414, of the Laws of 1883, would authorize the board of supervisors of your county to reform the school commissioner districts of the county, exclusive of the city of Yonkers, as I find that in the formation of the first assembly district of Westchester county, the city of Yonkers is joined to the towns of Greenburgh and Mt. Pleasant."

The law upon which my letter and your opinion above cited were founded, is as follows: "Section 16. The several cities which already or which shall hereafter, under special acts, elect superintendents of common schools, or whose board of education choose clerks doing the duty of superintendents under direction of the board of education, shall not be included in any commissioner's district created by this act or authorized to be formed by the board of supervisors; and the several boards of supervisors in counties in which such cities are joined to towns in the formation of an assembly district may divide the county exclusive of such cities, into school commissioner's districts as they may deem advisable, but no town shall be divided in forming such districts."

Upon the authority of this statute and your opinion thereon, an application will, I think, be made to our board of supervisors, at their present session, for a re-formation of the three commissioner districts of this county, a matter which should have been perfected long since.

To show the "gross irregularity" of the present division of our county into commissioner districts, I will state that in the third district there are eight towns with eighty-three school districts; in the second district there are eleven towns with fifty-four school districts, and in my district, the first, there are but two towns with nine school districts, the schools of one of which, the district being created and organized by and under a special act, are not subject to my supervision.

That a re-formation of this county into commissioner districts is important and necessary needs no further argument to prove.

In the following statement will be found a summary of the more important financial and statistical items contained in my abstract of trustees' reports for the past school year.

SCHOOLS, ATTENDANCE, ETC.

Number of school districts.....	9
Number of schools	15
Number of teachers employed.....	64
Number of children between 5 and 21 years of age,	6,728
Number of children attending school	3,261
Average daily attendance.....	1,801
Per cent of attendance to number actually registered,	56

RECEIPTS, EXPENDITURES, ETC.

Amount of moneys on hand September 30, 1882..	\$24,296	42
Amount of moneys on hand September 30, 1883..	22,443	05
Public moneys received 1883.....	10,427	37
Raised by tax 1883	53,129	51
Received from all other sources 1883.....	3,110	00
Total expenses for the year.....	68,520	23
Expense per pupil registered.....	21	00
Paid for teachers' wages.....	42,292	54
Average of teachers' wages	660	32
Assessed valuation of property	5,153,656	00
Value of school-houses and sites.....	120,000	00
Average value of school-houses and sites.....	8,000	00
Number of volumes in libraries.....	7,000	00
Estimated value of volumes in libraries.....	\$6,565	00

As compared with the preceding year, the foregoing exhibit shows a slight increase (17) in the number of children of school age; an increase of one hundred and fifty-eight in the number who attended school, and a slight decrease (2) in the average daily attendance.

The teachers' institute this year for this county was held at Mount Vernon, commencing Monday, May 14, and continuing until Friday, 18, with daily sessions from 9 to 12 A. M., and 1 to 3:30 P. M.

The evenings during the week were devoted to the teachers' association of this county, the meetings of which were very largely attended not only by the teachers, but by the citizens of the village and vicinity. The large, commodious assembly room in the fine school-house of district No. 4, was filled to its utmost capacity every evening with an interested audience.

The institute exercises were conducted by Dr. John H. French and Prof. John Kennedy, both of whom most ably and clearly presented the several interesting and valuable topics brought by them, respectively, before the institute for consideration. The teachers present entered into free and spirited discussion with the instructors and with each other on the subject-matter under consideration, rendering each session lively, interesting, instructive and very profitable. The attendance was larger than ever before known in this county and the results were more than ever gratifying.

schools of the county were generally closed during the institute, thus evidencing a favorable change of sentiment in the part of our trustees and boards of education on the subject of institutes and their benefits. It is a source of gratification to witness this favorable change. Many of the trustees visited the institute during its session, some of them taking active part in the exercises and all of them showing a deep interest therein. The opposition of school trustees in this county to institutes may be said to have passed away. Not only so, but many of our boards now *require* teachers to attend the institute, and some of them pay all the expenses of their teachers while in attendance, aside from their regular salaries.

Teachers' institutes, in my judgment, have grown to be a useful institution in improving and perfecting teaching. They educate and improve teachers by disseminating the latest views of teaching and they perform a most important service in the way of educating public sentiment to a higher and more liberal view of teaching and a more liberal support of schools. I confess to a radical change of opinion concerning them since becoming commissioner and more thoroughly interesting myself in them and in educational matters and work.

County commissioners in this county have been earnest and untiring in their efforts for the success of the institutes and of the county teachers' association.

The county association continues in a flourishing condition. Its quarterly meetings are largely attended and are always interesting and profitable. It, together with the institute, is doing much to promote educational progress in this county. The officers of the association are elected annually. Principal B. F. Taylor, of the Vernon school No. 5, the popular and efficient president of the association during last year, has been succeeded this year by Principal George Gorton, of Sing Sing. The first meeting under the leadership of the newly elected president, was held in October, at Sing Sing and was a decided success in attendance and results.

Associations of this kind should be formed in every county. It should be the custom of teachers to gather together at least quarterly during every year, to confer with each other fraternally in relation to those things that belong to a general diffusion of education among all classes of people. The circumstances attending their respective spheres of work often compel attention to matters that deserve serious deliberation and the exercise of sound wisdom to guide them in the acts that must follow. In the midst of the difficulties that sometimes they meet they long to inquire of a successful teacher how he has overcome similar obstacles, and learn from his experience. Teachers' associations furnish opportunities for such inquiries and for a comparison of methods, and also inspire the hopes and strengthen the hands of teachers for better work and greater success in the cause in and for which they so earnestly labor.

In my district there are sixty-four teachers employed, of whom ten are males and fifty-four are females. Of the male teachers one is a graduate of a normal school of this State; three hold State certificates granted by your predecessors; four have first grade certificates granted by myself; one has a second grade certificate granted by myself, and one is licensed by the board of education of district No. 4, East Chester, in which district he is engaged. Of the fifty-four female teachers, two hold State certificates; six are graduates of the normal schools of this State; thirty-four have received certificates from me, and the others have been licensed by said board of education of district No. 4, East Chester, pursuant to the provisions of the special act under which said district is organized.

The teachers, generally, in my district are doing good work. The schools are constantly improving. I think that in no district in the State is there a better or more earnest corps of teachers. They are honestly, faithfully and successfully performing the work for which they are employed.

In most of the districts very few changes are made. When our trustees employ a good teacher they keep him or her as long as possible, and in this they act wisely.

In district No. 3, East Chester, a change has been made in the principalship of each of the two schools, and also of two teachers in other departments. Mr. George W. Stewart and Mr. John S. Brown have been succeeded respectively by Mr. Benjamin N. Black and Mr. Martin Lovering; and Miss Minnie A. Hickey and Miss Margaret Leary succeed Miss Woodrow and Miss Golden as assistants. In district No. 5, East Chester Mr. Karl Meyer succeeds Mr. J. A. Torbeck as teacher of German, and after December first, Miss Henrietta Hillberg will fill the position made vacant by the resignation of Miss Elizabeth Clark.

In district No. 2, Westchester, Mr. Homer A. Wilcox takes the place of Mr. Alanson Leake as principal of school No. 1, and in district No. 3, Mr. E. R. Shaw filled the vacancy caused by the resignation of principal William S. Hall, until early in November last, when he resigned to accept a position in one of the schools of the city of Yonkers. Mr. —, had been appointed to succeed Mr. Shaw.

It is quite generally admitted that the chief obstacle to the greater success of our public schools is, *irregular attendance*. Its evil effect upon teachers, pupils and school is conceded to be great. Our teachers do all within their power to eradicate this evil from our schools, and the parents of the children should heartily second the efforts of the teachers in this direction by positive and determined action. I earnestly recommend that in the future, parents and teachers put forth every reasonable effort to reduce, to a minimum degree, this serious obstacle to the welfare of individual pupils and the schools at large. I seldom fail, when opportunity presents, to urge upon pupils the importance of regular attendance at every session of school. Parents should insist upon their children being sent promptly and

punctually to school, and they should never allow them to remain at home or be absent from school for any trivial cause. "Habits of promptness and punctuality constitute one of the leading elements of success in every vocation of life, and, therefore, cannot be too deeply pressed, or, if need be, rigidly enforced, in the formation of youthful character."

Regular attendance, promptness and punctuality are very essential if successful results are expected. There are, I am happy to say, comparatively few parents in my district who are really indifferent to the matter of the education of their children. The remedy, perhaps, for those who are indifferent is through the "Compulsory Education Act;" but the provisions of that act have never, to my knowledge, been enforced here—the remedy has not been prescribed. This law is, apparently unsupported by public opinion so far as relates to this district. As to the efficacy of the law I have serious doubts; and am inclined to coincide with the views concerning a similar law, expressed by Hon. M. A. Newell, LL. D., State superintendent of schools, of Maryland, in a recent address in which he said: "I have great doubts of the efficacy of law to make people religious, or temperate, or learned. There are cases where the State must intervene for the protection of children against their parents; but these are exceptions. As a rule, we must assume that parents do not wish to injure their children. I would employ a missionary before calling in the constable to school."

During the last year an application, by petition was made to me, as commissioner, for an alteration of the boundaries of school district No. 4, of the town of East Chester, by adding thereto a certain plot of land known as the "Thirteen Acre Plot," and certain other lands adjoining said plot, which then belonged in and were part of district No. 5, in said town. The application being signed by all the residents upon and owners of the lands and premises referred to, and the reasons set forth in the petition being so forcible and urgent, I was impelled to and did give the matter most serious and earnest attention and consideration. Upon inquiry among all classes of our citizens I found, in both school districts, a very general impression prevailing that the lands referred to naturally and geographically belonged to said district No. 4, and should, originally, have been placed therein; and it was, and now is, generally conceded that the residents thereon would be greatly convenienceed and benefited were the said lands placed in district No. 4. These lands are situated much nearer to the principal school-house of district No. 4, than they are to the house of district No. 5, and it is by far more convenient for the children residing thereon to attend the school in district No. 4. It seemed to me that the convenience of these children was worthy of consideration.

I arrived at the conclusion also, upon full and fair investigation, that the effect of an order of alteration, if made, would not be to materially affect or weaken district No. 5, in its financial condition. but would leave that district with abundant assessable prop-

esty from which to derive a fund to continue its present excellent school with all its facilities. In other words, I became fully satisfied that the order, if made and sustained, would in no way so weaken district No. 5 that it could not support a first-class school, as it now does; and that it would be a great convenience and benefit to the petitioners to grant their request. There being no doubt in my mind as to my authority under the statute to make such order, and being fully convinced of the justice and equity of the demand made upon me, and with a full consciousness of the important interests involved, and without bias, but from an honest sense of duty, I did, on the 29th day of September last, make and file in the proper office, an order altering said district No. 4, and, consequently, district No. 5, by annexing to district No. 4 and taking from district No. 5, the lands and premises hereinbefore referred to, and which are fully and at large set forth in the description of the boundaries in said order.

The board of education of district No. 4 duly consented to said order, but the trustees of district No. 5 have refused to consent thereto.

In consequence of the refusal of the trustees of district No. 5 to so consent, I directed that the order should not take effect as to that district, until after the expiration of three months from the date thereof, pursuant to the statute in such case made and provided. In due time thereafter, I served upon the trustees of each district a formal notice that I had made and filed the said order, and that I would meet them and all parties interested in said matter at a day, and hour, and place therein named, to hear cause why said order should not be confirmed, etc., and suggesting to the trustees of district No. 5, to request the attendance, at the time and place specified, of the supervisor and town-clerk of the town of East Chester, to be associated with me in the hearing. The trustees of district No. 5 thereafter called a meeting, which was duly held, at which they adopted a resolution requesting said supervisor and town clerk to associate themselves with me at the time mentioned in my notice, to determine, first, "whether the school commissioner has authority to make such order; and, secondly, whether it is proper and right that such alteration of said school districts should be made and said order confirmed."

In accordance with this resolution, and with the statute, said officers were associated with me, and we have, as, what I may term, a board of appeal, held meetings and heard all parties interested in the matter who have expressed a wish to be heard, by counsel or otherwise. Four sessions were held, at two of which arguments were presented by able counsel, against and in favor of the affirmance of said order. Affidavits and exhibits were presented and received, which will form part of the case should the matter be further appealed by either of the interested districts or parties.

Since the several hearings above referred to, the supervisor, clerk and myself have met for consultation, but for various reasons, good

and sufficient, adjournments were had until Saturday evening, December 1st, instant, when a decision of the matter was made. The supervisor and town clerk, for reasons which fully appear in the papers in the case and which will be duly filed in the office of the town clerk, have overruled my action in the matter, and voted against an affirmance of the order; and a further order, founded upon their conclusions and decision, will be entered, vacating and setting aside the said order of September 29, 1883, pursuant to the statute.

While I cannot and do not concur in the conclusions of those associated with me in the review of said order, I congratulate myself upon the fact that the matter has passed out of my jurisdiction. My experience in this matter leads me to say that some changes in our school laws are very much to be desired. I am quite prepared to agree with your predecessor, Hon. Neil Gilmour, who, in his last annual report, says: "He (the school commissioner) should not be compelled to share with town officers the responsibility of condemning school buildings which he believes, to quote the language of the statute, 'unfit for use and not worth repairing,' or *of changing the boundaries of districts.*"

I am fully persuaded that the boundary lines of school districts should be changed by the town officers alone, or by a commission of disinterested tax payers, residents of the town, and that the final order only have the signature or indorsement of the school commissioner. My experience proves the matter to be "a source of great annoyance, and full of trials and tribulations." However, the law threw upon me the responsibility in the case herein stated, and I did not hesitate to assume it.

The second year of my official connection with the schools of this district is now drawing to a close. As a citizen, resident here for fourteen years, I have been a warm supporter of our school system; always deeply interested in our schools, and zealous for their success. My official experience is, of course, somewhat limited. I find that as my observation is extended and my experience enlarged, the more interested and zealous do I become in all that pertains to the welfare and prosperity of our public schools.

There is both pleasure and profit afforded me in attending the meetings of the State and county associations of superintendents and teachers, and of the institutes; and also in my visits to the several schools within my jurisdiction. During the past year I have visited and re-visited all my schools, and my "observation and experience" enable me to say that the educational results of the year are very gratifying and satisfactory, and that the condition of our schools is in advance of former years.

To conclude, our schools are a great credit to us. They are well and liberally supported by a generous people whose interest in them and in the general cause of education has in no wise abated. They are supplied, in the main, with trained and competent teachers, and with all needed appliances. The support so generally accorded them is well merited.

In the discharge of the peculiar and often perplexing duties, incident to the commissionership, I find the need of words of advice, encouragement and counsel; to the Department over which you preside I am indebted for such, and I cheerfully express my acknowledgments therefor.

I have the honor to be,

Very respectfully,

Your obedient servant,

JARED SANDFORD,

School Commissioner.

MT. VERNON, December 4, 1883.

WYOMING COUNTY — FIRST DISTRICT

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

SIR.—Another year's experience in the work of commissioner has confirmed me in my opinions — for the most part — as expressed in my somewhat extended essay addressed to your predecessor one year ago. My ideas are about the same in regard to an ideal school and an ideal system of schools, but are perhaps a little more reconciled to things as they are. Inasmuch as I now see that my learned digest, together with many others, failed to bring about any marked changes in the plan of school work, and that our law making power has not thereby been influenced to legislate much particularly favorable to our schools or school commissioners, I will not trouble you to examine another statement of views upon subjects noticed last year. I am, however, confident that a great advancement in our schools could be effected by acting upon these two suggestions made in my last year's report. *First.* "How can we secure more judicious men for trustees?" Ought a man, who can neither read nor write, and who has no aim in life for himself or for those under his direction, higher than to secure enough to eat and to save money under all circumstances and in every way, to have in charge the educational interests of a community to the extent delegated by law to a common school trustee? It seems our school work could be better managed with a little more *intelligent authority near at hand*. Or if we are to continue with this liability of *unintelligent authority* for the immediate control of our schools, ought it not in some way to be limited, or be subject to something in the way of *direction* more effective upon ignorance and stubbornness than *mere advice*? *Second.* "Could we not be benefited by a *township method of supervision*?" Perhaps this could be made *auxiliary* or *supplementary* to the supervision of the commissioner. A township principal who might have immediate charge of the central school

could do much in immediate supervision of the schools of the township which the commissioner cannot do. If the primary schools of our rural districts could have the advantage of the *grading* and *discipline* furnished the primary and intermediate departments of our union schools, and also the *impetus* of immediate contact with the best talent and richest experience in the profession of teaching, good results would of necessity follow.

With simply these two allusions to my old report, I will say that the schools of this district are comparatively prosperous. We have at least tried to prevent any retrograde movement if we have not secured all the advancement desired. I think the general report sent you indicates an increase of school work and school interest. We report two new houses, several more teachers employed, and an average on wages above last year of at least fifteen per cent. We have also a vote for new houses next year in No. 4, Bennington, and No. 9, Covington. Also for a large house to cost \$1,500 in No. 10, Sheldon.

We need better school buildings in many localities, and these buildings should be required by law. In many places a new house is positively necessary to secure a new spirit in school work. We may examine teachers, visit schools and do all the work directly in our line to no effect if we allow the people to do nothing. If the people are thus left in idleness and unconcern they will continue to lack interest. It is a waste of money to continue a school in a building so perfectly unfitted for school work as to practically ruin the school. It is even a loss of life to continue using some of our school-houses. No school-house should be accepted and continued by law that cannot be valued above one or even two hundred dollars. The commissioner should not only be allowed, but required, to condemn all such indecent and uninhabitable structures, and that without recourse to supervisor.

We need some school supplies. There should be a law requiring each school room to be furnished with a good unabridged dictionary, a cheap globe, a map of the World, of the United States and of the State. The library money, if withheld, would after a little time help in furnishing these. The commissioner can advise these, but his advice is, I notice, very ineffectual in bringing money from penurious pockets to pay for these necessary supplies. I sometimes think that State funds are in no way more foolishly squandered than in the support of the public schools without a few stringent laws regulating the condition of school-houses and requiring needful school supplies. We are able in some measure to select and direct the teachers, but the condition of the house and the want of tools often render a good teacher powerless.

We need some work that no one outside the school district is empowered to do and often no one in the district is competent or will take the trouble to do. I refer to the *selecting of text-books*. We are largely using text-books long since out of date and condemned by leading educators. In many places any book presented by the pupil is allowed by the trustee, and the teacher must submit to the

In the discharge of the peculiar and often perplexing duties, incident to the commissionership, I find the need of words of advice, encouragement and counsel; to the Department over which you preside I am indebted for such, and I cheerfully express my acknowledgments therefor.

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With simply these two allusions to my old report, I will say that the schools of this district are comparatively prosperous. We have at least tried to prevent any retrograde movement if we have not secured all the advancement desired. I think the general report sent you indicates an increase of school work and school interest. We report two new houses, several more teachers employed, and an average on wages above last year of at least fifteen per cent. We have also a vote for new houses next year in No. 4, Bennington, and No. 9, Covington. Also for a large house to cost \$1,500 in No. 10, Sheldon.

We need better school buildings in many localities, and these buildings should be required by law. In many places a new house is positively necessary to secure a new spirit in school work. We may examine teachers, visit schools and do all the work directly in our line to no effect if we allow the people to do nothing. If the people are thus left in idleness and unconcern they will continue to lack interest. It is a waste of money to continue a school in a building so perfectly unfitted for school work as to practically ruin the school. It is even a loss of life to continue using some of our school-houses. No school-house should be accepted and continued by law that cannot be valued above one or even two hundred dollars. The commissioner should not only be allowed, but required, to condemn all such indecent and uninhabitable structures, and that without recourse to supervisor.

We need some school supplies. There should be a law requiring each school room to be furnished with a good unabridged dictionary, a cheap globe, a map of the World, of the United States and of the State. The library money, if withheld, would after a little time help in furnishing these. The commissioner can advise these, but his advice is, I notice, very ineffectual in bringing money from penurious pockets to pay for these necessary supplies. I sometimes think that State funds are in no way more foolishly squandered than in the support of the public schools without a few stringent laws regulating the condition of school-houses and requiring needful school supplies. We are able in some measure to select and direct the teachers, but the condition of the house and the want of tools often render a good teacher powerless.

We need some work that no one outside the school district is empowered to do and often no one in the district is competent or will take the trouble to do. I refer to the *selecting of text-books*. We are largely using text-books long since out of date and condemned by leading educators. In many places any book presented by the pupil is allowed by the trustee, and the teacher must submit to the

confusion. The voting a series of text-books by the district is worse, I think, than leaving it to the trustee, as it is often done in ignorance, without even a knowledge of the books already in use and generally without any examination of books by parties voting. A majority of the district will usually vote to continue the old books, thinking that by so doing they are saving the expense of new ones, while the books required by pupils passing to higher grades cost more than new ones for the whole school. Instruction in writing is often impossible from a lack of uniformity of copy books. No general exercise being practicable from a confusion of grades and systems. Some one should be authority in this matter who knows what books are published and will compare them, and who is capable of judging of their relative merits. I think the commissioner, subject to an appeal to State Superintendent, should be authority in this matter. At least, until that advance step of the township system is taken, when perhaps we shall find sufficient intelligence and energy in a town board to manage this important work.

We need more qualified teachers. The ranks of our teachers are from some cause thinned out, so that it is no longer said in derision by our trustees "I had six applications for our school before I was out of bed on the morning after my election." I rather think they now rise earlier to attend to business under the influence of the old maxim, "It is the early bird which catches the worm." It has been hard to secure teachers of any grade for our winter schools, and I confess that there are some teachers who would be in better place among the pupils of the more advanced schools. Our standard is not yet high enough to secure the best results in our schools. *We need more normal work at home.* Teachers' classes are necessarily small under the present requirements for membership and the restrictions placed upon the work of instruction of such classes. Both terms of our county institute were in every way a success. All this is, however, insufficient. We should have a normal professor in some central school of each commissioner district, as suggested in my report of last year, or its equivalent in some normal drill conducted perhaps by the commissioner, with such help as can best be furnished. If commissioners were all competent, as they should be required to be by law, they could do far more by a six weeks' drill of their teachers than they are able to do in a whole year by the present arrangement. The commissioner has now no opportunity to drill his teachers in their work, nor even a time or place where he can give them a good talk without repeating himself as many times as he has teachers. Cannot something be done to secure commissioners qualified for this work, and then invest something in the effort of a man as a drill-master in matter and methods who knows exactly the wants of the schools and the deficiencies of the teachers? After many suggestions and insinuations, I feel in duty bound to say in concluding this report that I am proud of the corps of teachers now employed in this district. As a rule, they are earnest and faithful, making the most of the advantages given them and

fully submitting to the many inconveniences under which they are. They are anxious to know and practice the best methods. To this end our institutes have been well attended. Grateful for what we enjoy in the generous provision of our State for the universal education of her citizens, I trust the Legislature will, during this coming session, so value our free school and its benefits to the State as to do something toward making it more thorough and efficient. Trusting that you will lend your influence in this direction, and thanking you for your kindnesses to me, I am, ever,

Your obedient servant,

IRVING B. SMITH,

School Commissioner.

DALE, December 1, 1883.

WYOMING COUNTY — SECOND DISTRICT.

WILLIAM B. RUGGLES,

Superintendent of Public Instruction:

R.—The following report is respectfully submitted in compliance with your request of October 20, 1883:

The ages of children attending our common schools has been the subject of much interest to me, and very significant facts appear when we compare the school registers with the trustees' reports. I take this register before me for example; it shows one pupil over sixteen years of age; number in attendance, twenty-four. The trustee's report for same year returns seven children over fourteen years of age. Again, we find, especially during the summer, that many of the children over twelve years are kept out during the vacation season to help on the work at home. A portion over fourteen years old attend some of the neighboring high schools, while the masses get but little or no such aid thereafter. While the facts vary somewhat in the different districts, the above comparisons fairly indicate the results of my observations.

The foregoing statements are worthy of careful consideration — they set us thinking — we conclude at once that the great part of common school work deals with the children under 14 years of age, I think that accurate statistics would lower this age somewhat. It is as clear as light that it is our duty as educators, as good citizens having the welfare of the State constantly in mind, to bring to the consideration of this vital question of State economy, all our knowledge of the art and science of teaching, all our knowledge of child's possibilities for improvement during this important period of his life — to see to it that these boys and girls are furnished with the best possible working outfit for the time given us to do it —

such an outfit as will enable them to go on advancing, and to become clear thinkers, successful workers, and sturdy, reliable citizens of this glorious republic, in whatever locality their future may find them.

Every boy and every girl should, at the time of leaving school, be able to readily take the thought from the printed or written page; to place original thoughts in writing, with spelling, capitals, punctuation, penmanship and language, showing practical knowledge of these things, and facility in their use; to be able to apply the principles of common arithmetic to all ordinary business problems; to be pretty well at home in geography, United States history and civil government.

The boy thus equipped, and possessing good habits, at fourteen years of age, has a very fair start in the world. Much more in this line than Jackson, Johnson, Douglas, Lincoln and many another famous citizen began with.

2. Teachers' institutes, teachers' classes, teachers' associations, normal schools, and educational journals, together with valuable books prepared by leading educators, each exerts a pronounced influence in stirring us to do better and better with the children.

The teachers' classes, Arcade union school, instructed by Charles Goldsmith, Castile union school, instructed by H. N. Snell, and Pike seminary, instructed by E. J. Quigley, numbered about 60 members. Efficient work is being done by these experienced teachers, and I count it fortunate that we can point to such men in our ranks.

I sign the Regents' testimonials received by the successful members of these classes. If there should appear to me any reason why a candidate is unworthy, it is my privilege and duty, likely, to state the fact to the Regents in my report. The law makes it my duty to know something about the class. I should feel a considerable pride in being able to say that not *one* of my teachers but is fully up, both in knowledge of subject and how to teach it, with the standard fixed by the Regents, which one contemplating teaching must reach in order to gain the testimonial. And we are aiming to make this the lowest standard for beginners in the work in this district.

Many leading educators accept Regents' certificates in place of their own entrance examinations. As instance Mt. Holyoke, Cornell University, and some, at least, of our normal schools. By the rules adopted by the Court of Appeals for admission to the bar, it is required that persons desiring to enter upon the study of the law shall, if not graduates of colleges, pass a Regents' examination in arithmetic, grammar, geography, orthography, English and American history, and English composition.

Add methods and school economy to above subjects, also civil government instead of English history, and we have very nearly the subjects in which to pass, in order to get the testimonial. I am quite willing to use the accumulated wisdom of a hundred years of legislation, and twenty years of such work as the Regents have done, and are doing, in getting my work better in hand.

Our institute last March, Conductors Kennedy and Johonnot, and that in September, Conductors Lantry and French, were well attended, and left right, and I believe, lasting impressions. We furnish printed reports of the institutes to our teachers, so far, at our own expense. We borrowed note books of two teachers at the close of the September session, and by this aid prepared the report that I herewith send to you, and if you have space for it, it will serve to show something of the spirit and character of New York State institute work, and how thousands of teachers are gathering valuable aid from this source:

" WYOMING COUNTY TEACHERS' INSTITUTE AND ASSOCIATION.

The conductors of the institute work, Prof. Francis P. Lantry and Dr. John H. French, are eminent for their ability in this important branch of the institutions of our State for the training of teachers. The State maintains an institute corps at a salary of \$2,000 a year and expenses each. For the year 1873 the average expense per teacher was \$1.51; for the year 1882 the average expense was \$1.24. Seventy-three institutes were held in the State last year. Wyoming is one of the fifteen counties that hold two sessions each year. Two hundred and five teachers registered last week, and a high degree of interest prevailed to the close.

This report is taken from note books borrowed of teachers present. Let it be carefully noted that each formulated proposition was well discussed before being placed upon the blackboard and copied for future reference by the teachers. Questions were invited as the work progressed.

READING, BY PROF. LANTRY.

I. There are two ways of teaching reading. 1. By non-significant parts (alphabetical). 2. By significant wholes. (a) The word, if the idea is the unit of mental activity. (b) The sentence, if the thought is the unit of mental activity. By careful investigation the probability was finally reached that the unit is the word.

II. The idea is probably the unit of mental activity.

III. Hence the word method in reading as in speech.

IV. Primary work. — 1. Get on familiar terms with the children. 2. Select a short, familiar name without silent letters (mechanically easier and easier to pronounce). 3. Give an object lesson whose aims shall be to interest in the object and attention to its name. Bear in mind that the pupil must be able to speak the word, to hear it aright, to write it, to read it. These things must be ground into his mental constitution by many repetitions. In teaching, object lessons have a definite aim in view, and drop it the moment that aim is attained. 4. Get the name pronounced in concert and by individuals. 5. Write, or print the name with a picture, and in various cases without a picture. 6. Require the children to find it in books and on charts or blackboard. 7. The children study the

lesson by copying the word (and picture). Children cannot study new things, but we lead them to know, then fix things already known. The professor discussed writing and printing. The following experiment was thoroughly executed: Three classes started at the same time under equally competent teachers; first used print, second used script, third used both. At the close of eleven weeks the first two stood about equal; the last named was about four weeks behind. Those who printed were behind in writing and as a rule have kept behind even until to-day. Script is easier to execute; it is used in thousands of our best schools, but the prejudices and misconceptions of many people for a time will prevent its use in many other schools. The broadest experience proves that a child five years old will learn to write fairly in three months if properly taught. Teachers are urged to master this whole subject, because if you introduce a new method and fail, it will make it much harder for the next teacher. Never lose sight of the truth that the child always thinks in the concrete. 8. Very soon develop descriptive and other limiting words. 9. Very soon develop familiar words. 10. Perform the development, (a) objectively, (b) illustratively (imaginative), (c) associatively. At this point the conductor, at the request of the teachers, gave an illustrative lesson, which created a great deal of interest. He insisted that the pupil should acquire the alphabet very early, and pronounced the idea of not teaching the alphabet unmitigated nonsense. 11. Let the teacher make a chart of the words. 12. Let the children learn writing by direction and imitation, and the alphabet incidentally. 13. Twelve or fourteen weeks of this work, using book much as possible.

V. Transfer from blackboard to book.—1. It must be made upon familiar words (on the principle of the fewest difficulties at a time). 2. It may be made by simple telling and sufficient practice (the reader will please bear in mind that we have been dealing with script). 3. Better develop it thus: (a) Take an illustrated description of an object. (b) By a judicious questioning develop a statement identical with one of the descriptive sentences. (c) Require to discover identity. (d) Require careful identification of words and letters. (e) Give sufficient practice in making new form of letters, not to attain perfection or for using, but to fix form in mind. Write sentence on board, have child open the book, make a voyage of discovery—point to a word on board and ask Susy to find it in book, point to a letter and let her discover the printed letter; teacher take book, point to word or letter and require child to find same on board.

VI. First and Second Reader.—1. Prepare for the study of each lesson by developing all new words. Don't send a class of young children blindly to the books. 2. This study should involve the copying of the entire lesson. This necessitates the giving very short lessons. Now you will notice a phenomenon. The hand writing of the class under your continual instructions has been uniform up to this time; now the copying the printed page develops

individuality, and it would be a fallacy trying to hold every pupil to same copy; but we should insist on regularity, legibility, rapidity. 3. Frequently conduct exercises from the written work. 4. Frequently exchange slates. 5. Individuals should habitually read to the class. Impress them with the idea that they should aim to give others the thought that they take from the printed page. 6. At first get the story in answer to questions around the class. 7. Afterward require each one to tell the story orally and in writing. Both catechetical and topical recitations have a right place. Catechetical recitation presupposes a logical arrangement of the subject in the mind of the teacher. Then the child may recite topically. In the modern education no work is supposed done until put in writing. 8. Toward the conclusion of the first reader, or soon after the beginning of the second, introduce sight reading (supplementary).

VII. Third Reader and Advanced Work.—1. With the third reader begin introductions in phonics and diacritical marks, thus giving command of the dictionary for pronunciation. 2. More frequently introduce sight reading. 3. Encourage children to investigate historical allusions, the teacher indicating sources of information; then let them write out. 4. In the written summary of the lesson frequently require more than the mere facts in the reader. 5. By these and similar means create such a demand for books, that the supply in the district shall be in daily use. 6. Necessary books for the work: (a) Unabridged Dictionary, Cyclopedia, Books of Travel, General Literature; American, English, Medieval and Ancient History, special and miscellaneous.

VIII. Incidental Facts.—1. Reading is of two kinds: (a) Silent, for the purpose of getting information. (b) Oral, for the purpose of giving information, imparting pleasure; or arousing emotion. (c) The second and third objects of good reading may be incidental to the perfect attainment of the first object. 3. It is not good policy habitually to turn our reading classes into elocution classes. 4. The result of school work in reading should be the ability readily and accurately to get the thought from the written or printed page, and clearly and simply communicate it.

IX. Common Imperfections.—A. The faults: 1, Unnatural tone; 2, hesitancy; 3, drawling; 4, undue rapidity; 5, undue slowness. B. Causes: 1. Of A, 1, 2, 3, the alphabet. 2. Of A, 4, 5, natural defects, imperfect teaching, or a combination of both causes. C. Remedial expedients: 1, never permit hesitation in oral reading; 2, thorough drill upon unfamiliar words; 3, for faults of expression develop the words in their immediate relations; 4, give frequent practice in reading original thought.

ORDER AND DISCIPLINE.

I. Order in school is that condition of things which best promotes the object of school work.

II. Discipline is self-sustained order.

OUTLINE OF DR. FRENCH'S WORK — ESSENTIAL QUALIFICATIONS OF A TEACHER.

I. Natural. Here the Doctor called attention to the little boys and girls playing school: 1. Love for the work; if one has not this qualification, better keep out of the business. 2. The first is inseparable with the second, love for children; no place in the school room for her who calls the children "brats." 3. Aptness to teach; with this we class pleasantness, promptness, perseverance, patience; one may be a good scholar and fail because of lack of this aptness. 4. Good health. 5. Ability to do — sometimes called executive ability.

II.—Acquired. 1. Knowledge (*a*) of subject, (*b*) of mind, (*c*) of methods, (*d*) of the art of questioning. The method must fit both subject and mind. 2. General information, current events, etc. 3. Ability to control (self-control underlies power to control others). 4. Good habits (children learn not only by precept, but by example). 5. Culture.

CLASS MANAGEMENT.

I. Divisions of Class Work. — 1. Hear recitation (teacher only should interrupt the reciting pupil — when pupil is through, then class criticise). 2. Give needed instruction only; conforming to these crystalized gems of education by Pestalozzi: "Instruction should begin where the child's knowledge ends." "Connect the unknown to the known." Never tell a child a new thing without requiring him to tell it to you, that is call back all instructions given. 3. Drill and review. 4. Mark standing of pupils on class work; (*a*) keep an honest record, (*b*) give them credit only on the work for the day, (*c*), let your records be where your pupils can see them when they choose. 5. Assign seat work. [Note — Never come into the class without special preparation.]

II. Assigning Seat Work. — 1. Previous preparation by teacher. Every lesson should have a point, and the point should come first. Take card, or paper four inches long by two broad, divide by line into two parts; at left write points or matter in lesson, at right indicate method to be used. 2. Assign short lessons. 3. Assign a lesson but once; every hour has its duty and every duty must be performed at a proper time. 4. Call attention to difficulties. 5. Indicate special preparation required.

III. Object of Class Work. — 1. To cultivate the perceptive powers (observation); we acquire all knowledge of the external world through the perceptive powers. 2. To cultivate the relative powers (memory). 3. To cultivate the reflective powers (thought invention). The Doctor spoke here of the steps to the acquisition of knowledge; Sensation, attention (curiosity), observation, perception, reception, retention, recollection or reproduction; rote memorizing has its proper place. 4. To acquire power of expression (language). 5. To cultivate habit of attention. 6. To cultivate activity of thought. 7. To give graceful, easy manners. 8. To

give confidence. 9. To give clear cut thought. 10. To give definite knowledge. We sustain three relations to knowledge; we know a thing and know we know it, or do not know a thing and know that we do not know it, or we don't know whether we know it or not. Knowledge is of little use to us unless we can use it. We cannot use it unless we can express it orally or by writing. Insist upon correct expression; we learn language by using it. Without attention of child, instruction is useless.

HOW TO STUDY.

1. Read for meaning of each statement. 2. Read for related meaning of statements. 3. Prepare outline of subject and write full details (elaborate each point). 4. Commit the parts to be memorized (for exact forms of statement).

INDUSTRIAL DRAWING.

Definition: Industrial Drawing is drawing applied to the industries of life. Basis: The basis of all industrial designs is geometric form.

I. Kinds.—1. Freehand outline (from flat copies). 2. Instrumental (geometrical problems). 3. Model and object (popular perspective). 4. Exact perspective (deals only with straight lines). 5. Mechanical (working drawings and machinery).

II. Objects.—1. Utilitarian, (*a*) in the mechanic arts, (*b*) in giving manual skill, (*c*) in giving artistic taste, (*d*) in training designers. 2. Educational, in disciplining, (*a*) perceptive powers (observation), (*b*) the memory, (*c*) the attention, (*d*) the power of expression, (*e*) imagination (invention), (*f*) the taste (love for the beautiful).

III. Kinds of lessons.—1. Copying. 2. Dictation (oral expression). 3. Memory (reproduction). 4. Invention (original design). 5. Analysis and criticism. 6. Conventionalizing forms.

LAWS OF DESIGN.

I. There must be a symmetrical arrangement of parts about the center of the construction figure.

II. There must be a symmetrical arrangement of parts about the axis of the construction figure. The Doctor explained and illustrated each proposition of the above outline of work.

Dr. French lectured Wednesday evening on "The Wonders of the Living World." Prof. Lantry gave his lecture on "Words," Thursday evening. These lectures were able, interesting and highly instructive.

The institute closed Friday afternoon with short talks by Dr. Watkins, State inspector of teachers' classes, Prof. Quigley, Commissioners Smith and Hall, and singing "Home, Sweet Home," led by Conductor Lantry.

Our teachers' associations unite twice each year and are always well attended, interesting and instructive. The normal, I desire to

repeat, constitutes a mighty power in the educational machinery of the State; they exert a far reaching influence for which it seems to me they do not always get deserved credit. Twelve from this district have attended these schools during the year.

3. The amount of public money received by this district was \$9,320.15; the districts raised by tax, \$10,336.41; teachers' wages amounted to \$16,736.66; number of teachers employed at same time, 91; average price paid teachers per week, \$7.21; average number days schools were taught, 142; average attendance daily per school, 23.4; repairs of school-houses, etc., \$1,557.56; paid out for school apparatus, \$87.93; children residing in the district, 3,744; children attending school during some portion of school year, 3,023.

The reports regarding vaccination of children, also statistics relating to compulsory education are very meager.

Perhaps I should notice the fact that many teachers are reported as having taught in two districts, thus making the aggregate of teachers appear much greater than it really is.

4. Visits to schools while in session number 180.

I sometimes produce a newspaper for a class to use instead of book.

In every case they gather the thought and when through will readily give it to use.

More writing out a part of each lesson is being done each year, though not yet nearly so much as should be. In many ways, I believe that I notice a steady improvement in school work. Some of the helps to this advance have been stated.

5. At Bliss, a fine two story building has just been completed, at an expense of about \$1,500.

In several other places new houses should take the place of the old ones, which are no longer fit for school purposes, and I am glad to be able to report that some districts have the question of building under consideration.

I find many rooms furnished with patent seats that have been in use several terms, or years, and no vandal knife mark appears on them. This seems a little thing to mention, yet to me it holds a pleasing significance.

It is still true that defacements, not suggestive of the utmost purity of thought, are even now to be found on school buildings; the strong grip of the law backed by public sentiment, both in the family and in the school, we hope will, at last, secure and hold all school premises sacred as the very senate chamber of the nation. Why not? The men and women of the future are in training here. Let us build carefully.

6. New methods have become a subject of great interest in my work. Any new thing, be it ever so good in itself, depends for immediate favor, on how it is presented and handled. I have seen a man undertake to use a machine, and it went all to pieces in his hands and was pronounced a failure; another found it to be the

most efficient invention of the kind, and perfectly adapted to the use for which it was intended.

So teachers sometimes try to use methods, the true nature, fullness and spirit of which they have only the crudest idea — of course they fail to get good results, and the method under the name by which it is known in that district, falls into disfavor, and, again, even though one *can* handle a certain method at its best where all conditions are favorable, he must know enough of the world to be able to adapt this method, in a degree, to the temper and condition of different localities, somewhat as the shoemaker artist fits the French calf, or patent leather, neatly to every customer.

I have known teachers to fail badly because they tried to cramp the school into the normal boots.

We shall hail the day with delight when the condition of the schools, public sentiment and the perfect naturalness and adaptation of the teaching shall make this criticism unjust or impossible.

7. The day has come when works of reference are indispensable as regards both teachers and scholars. A new awakening in this direction should begin in the State Legislature this very winter.

Let 25 or 50 dollars be set apart to each district, with the provision that a like amount be raised by the voters of the district, the whole sum to be invested in books of reference to be designated by State Superintendent, the trustee and teacher held responsible for the safe keeping of such books, either always taking receipt when the books pass from his hands. Webster's dictionary, if the district has none, should always head the list.

8. Again, I desire respectfully to call the attention of the Department to joint district reports. There is no reason that I have been able to discover why trustees in these districts should be required to make reports to different commissioners.

9. The county papers are generous in noting efforts to advance school interests, and freely publish notices and reports of associations and other interesting school affairs.

10. Our leading teachers are among our most reliable coadjutors, and cordially second our efforts to put the schools in still better working condition, while our younger members in the profession, the beginners, get much encouragement and higher views from these leaders.

11. The people are not indifferent to the schools. There are grumblers and hinderers; life would be too easy without these — the overwhelming public sentiment is in favor of good schools.

12. Poor districts cannot be expensive in their outlays. I believe the State should set apart a reasonable sum of money to help defray expenses of good schools in such districts.

13. Five years as commissioner only strengthens my belief that the common schools are worth all they cost. While acknowledging the defects, I glory in their power to make independent readers, thinkers, and vastly better citizens, and the possibilities, indeed the

certainities of improvement in methods and usable acquirements, were never fairer than at the present time.

Old Wyoming county has always been wide awake concerning educational affairs. She organized the second institute ever held in the Empire State. The company in which I served in the late conflict was raised in this county. In its ranks were academy boys, union school boys, seminary boys, common school boys, several teachers and boys fitting for college; every one could do his own writing, thinking and figuring. May we not trust that in still more thoroughly educating the masses in every State, added security will be assured the republic?

Again my hearty thanks are due to citizens, school officers and teachers for many courtesies and cordial co-operation in my labors.

To the Department I am under obligations for prompt replies to inquiries and solicited advice.

Very respectfully yours,

C. A. HALL,

School Commissioner.

GAINESVILLE, *November 24, 1883.*

YATES COUNTY.

Hon. WILLIAM B. RUGGLES,

Superintendent of Public Instruction :

SIR.— I have the honor to submit in response to your circular the following report :

I believe the condition of schools in Yates county to be improving.

There are more educational papers taken; there is more of a demand for experienced teachers.

There seems more interest in the appearance and comfort of school buildings and their surroundings.

Instead of one normal graduate as last year, there are now four at work in this county.

The institutes have been largely attended; trustees not only allowing the teachers to dismiss their schools, but requiring their attendance at the institute.

There are signs of promise.

There are, besides the 102 schools under the supervision of the commissioner, three others in Yates county deserving notice as they are doing much in the cause of education.

The Dundee preparatory school under Prof. John Kline, supported by a good board of trustees and assisted by an able corps of teachers.

Starkey seminary, a time honored institution, now under the care of Prof. O. F. Ingoldsby, who, with the aid of good teachers, is making the seminary a power in the cause of education in the county.

During the past year a fine brick building has been going up in Penn Yan, and about the first of October, the Catholic parochial school commenced operations.

These are the principal schools in the county, although there are several private schools in the village of Penn Yan that are thriving and deserve to thrive.

My work the past year has been mainly upon reading and writing. I have endeavored to have every pupil understand what they read, to have them read for the sense as well as the sound; and that every pupil in the county be taught to write. Many teachers have done good work in teaching the very youngest to write in a fairly legible hand and to read script as well as print.

The work of the coming year will be upon "Drill in Arithmetic and Number," and requiring teachers to prepare themselves for each day's work sufficiently well to be able to hear their classes recite and teach them without a book in their hands from which to read printed questions. I don't know with what success I will meet, but expect some improvement.

Three have been sent to the normal schools from this county; one to Oswego and two to Geneseo.

The change in the beginning of the school year will, I think, be beneficial in more than one direction; in the reports, in the opportunity to have three terms of school, and in having the vacation during the heated term.

Two teachers' classes have been organized and instructed during the year; one at Rushville and one at Penn Yan. Both received good, fair instruction in subject matter and methods.

Two new school-houses have been completed, and there are two more in process of erection. One has been condemned, and there seems to be more interest in school matters in the district than any other in the county.

One new district has been formed in the town of Jerusalem and numbered (19) nineteen; although comparatively a small district it seemed to be needed to give some twenty-two children a chance for an education.

I have made two hundred and thirty-nine official inspections and some twenty or more not recorded or reported. I have met the trustees at the town clerks' offices in each town in the county, and expect to do the same again this year. I have kept the scholarship in Cornell University supplied, and there are several there from this county besides those taking the free scholarship.

I would suggest that separate report blanks be sent to joint districts, with the questions so plain that the trustees in filling them

out need not err as at present, "though a fool need not err therein," as nearly all the joint district reports have to be returned, and cause more delay than all the rest in the county.

I would like to see a uniform set of questions issued to be used the same day or time in the whole State.

Some of the things retarding the cause of education are frequent change of teachers; no uniform text-books; teachers allowing too much latitude in pupils' advancement, etc.; poor or no apparatus to be found in the school-houses, and inability on the part of teachers to use apparatus properly.

Still I am thankful that my efforts to secure better work are not opposed by trustees or patrons to any extent.

Thankful for courtesies shown and favors received from the Department, I remain,

Your obedient servant,

H. P. BUSH,

School Commissioner.

BRANCHPORT, *November 27, 1883.*

INDEX.

	PAGE
Academies,	
attendance of pupils.....	19
payments from appropriation for support of.....	26
for teachers' classes in.....	26
teachers' classes in	85
Albany Normal School,	
annual report of	141-154
Allegany Indian Reservation,	
statement, financial.....	46, 47
Amendments.....	55
Apparatus,	
payments for, in cities, towns and State	24
total payments in 1878 and 1883	89
Apportionment,	
of school moneys.....	24
of money for teachers' wages.....	24
libraries	24
supervision in cities.....	24
salaries of school commissioners.....	24
tabular statements	65, 66, 67
Association,	
New York State Convention of School Commissioners and City Superintendents.....	58
teachers' association.....	58
Attendance,	
aggregate number of days of, in cities, towns and State 1879-1883 ..	16
counties	71, 72, 78
average daily, in 1878 and 1883 (comparative)	88
of pupils in cities, towns and State.....	16
counties	71, 72, 78
per teacher in cities and towns	17
number of children of school age. (See Children.)	
per cent of average attendance on whole number of pupils between 5 and 21 years of age, in cities, towns and State.....	18
per cent of average attendance on whole number of pupils attending school in cities, towns and State.....	18
table showing number in attendance for last ten years	15
whole number of pupils for each qualified teacher in cities, towns and State	18
Blind, New York Institution for the	48
annual report of	188
attendance of pupils	48
Brockport Normal School,	
annual report of	155-161
Buffalo Normal School,	
annual report of	162-166
Cattaraugus Indian Reservation,	
statement, financial.....	46, 47

	PAGE.
Children,	
number of between 5 and 21, in cities, towns and State.....	14, 22, 70
counties.....	68, 69, 70
1878 and 1883.....	88
for each teacher, in cities, towns and State,	17
in attendance at schools. (See Attendance.)	
Colleges,	
attendance of pupils.....	19
Colored schools,	
expenditures for, in cities and counties.....	80, 81, 82
total expenditures for 1878 and 1883.....	89
Commissioners,	
association of, annual meeting.....	58
names and post-office addresses of each.....	202-205
reports, financial.....	77-82
statistical.....	68-76
special.....	205
salaries.....	24, 26
visits, number of.....	70
Common School Fund,	
amount apportioned to each county.....	64
investment of capital of.....	83-87
revenue from.....	22
statement of.....	23
Conclusion.....	57
Contingent Fund,	
balance of.....	24
for separate neighborhoods.....	24
Cornell University.....	48
Cortland Normal School,	
annual report of.....	167-174
Council of the Nautical School,	
annual report of.....	97
Deaf and Dumb, Institutions for the Instruction of.....	47
Deaf and Dumb, New York Institution for the Instruction of.....	47, 124
Deaf-Mutes, Central New York Institution at Rome.....	47, 139
Deaf-Mutes, Le Conteulx St. Mary's Institution at Buffalo.....	47, 136
Deaf-Mutes, New York Institution for the Improved Instruction of.....	47, 127
Deaf-Mutes, St. Joseph's New York Institute at Fordham.....	47, 131
Deaf-Mutes, Western New York Institution at Rochester.....	47, 133
Districts,	
aggregate number of, in counties.....	68, 69, 70
towns.....	12, 23
State.....	23
District Libraries (see Libraries).....	26
District quotas,	
amount paid per teacher.....	21
apportionment of.....	65, 66, 67
how determined.....	21
Documents,	
1. State tax and valuation per counties in 1878 and 1883.....	63
2. School tax paid and received by each county.....	64
Common School Fund apportioned.....	64
3. Apportionment of school moneys for 1884.....	65, 66, 67
4. Abstract of statistical reports from commissioners.....	68-76
5. Abstract of financial reports from commissioners.....	77-82
6. Investment of capital of Common School Fund since 1805.....	83-87
7. Comparative statistics for the years 1878 and 1883.....	88, 89
8. Statistics of Teachers' Institutes in 1883.....	90, 91, 93
9. Statistics of Normal Schools, 1883.....	93, 94, 95

Documents— (<i>Continued</i>).	PAGE.
(A.) Report of the Council of the Nautical School, New York city...	67
(B.) Reports of examining committees for State certificates.....	101
(C.) Reports of Conductors of Teachers' Institutes.....	106
(D.) Report of the Principal of the Institution for the Instruction of the Deaf and Dumb.....	124
(E.) Report of the Principal of the New York Institution for the Im- proved Instruction of Deaf-Mutes.....	127
(F.) Report of the Principal of the St. Joseph's Institute for the Im- proved Instruction of Deaf-Mutes.....	131
(G.) Report of the Principal of the Central New York Institution for Deaf-Mutes.....	132
(H.) Report of the Principal of the Western New York Institution for Deaf-Mutes.....	133
(I.) Report of the Principal of the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.....	136
(J.) Report of the Principal of the New York Institution for the Blind.....	138
(K.) Report of the Superintendent of the Oneida and Madison Indian Reservations.....	139
(L.) Report of the Superintendent of the Shinnecock and Poospatuck Indian Reservations.....	140
(M.) Annual report of the Normal School at Albany.....	141
(N.) Annual report of the Normal School at Brockport.....	155
(O.) Annual report of the Normal School at Buffalo.....	162
(P.) Annual report of the Normal School at Cortland.....	167
(Q.) Annual report of the Normal School at Fredonia.....	174
(R.) Annual report of the Normal School at Geneseo.....	179
(S.) Annual report of the Normal School at Oswego.....	184
(T.) Annual report of the Normal School at Potsdam.....	191
(U.) Normal School circular.....	197
(V.) List of Academies to Instruct Common School Teachers.....	200
(W.) List of School Commissioners.....	202
(X.) Reports of School Commissioners.....	205
Educational meetings.....	58
Elmira Female College, payment for expenses of.....	26
Examinations, for State certificates.....	44, 101
reports of examining committees.....	102-105
Fredonia Normal School, annual report of.....	174-179
Free School Fund, statement of.....	23
Geneseo Normal School, annual report of.....	179-184
Gospel and School Lands, proceeds of.....	79
summary, comparative, for 1878 and 1883.....	89
Hygiene, school.....	49
Indian schools.....	46
appropriation and payment for.....	46, 47
number of children on reservations.....	47
reports of superintendents.....	139, 140, 141
Institutes, Teachers'.....	86
reports of conductors of.....	106
statistics, table for 1888.....	90, 91, 92
past ten years (comparative).....	87
Instruction.....	19
Instruction of teachers.....	81

	PAGE.
Law schools,	
attendance at	19
Libraries, district	26
apportionment for	24
expenditures for	24
number of volumes in	76
value of, as reported	76
Madison Indian Reservation,	
report of superintendent	139
statement, financial	46, 47
Medical schools,	
attendance at	19
Nautical School	48
report of	67
Neighborhoods, separate,	
apportionment for	24, 65, 66, 67
Normal schools	32
admission to	197
appropriation paid from Free School Fund	23
attendance of pupils	19, 93
circular of	197
course of study	198
expenditures	23
graduates, number of	93
libraries and apparatus	94, 95
moneys received	94
State Normal School at Albany	141
Brockport	155
Buffalo	162
Cortland	167
Fredonia	174
Geneseo	179
Oswego	184
Potsdam	191
tables, financial	94, 95
terms and vacations	198
value of property	94
Normal school circular	197
Oneida and Madison Indian Reservations,	
report of superintendent	139
statement, financial	46, 47
Onondaga Indian Reservation,	
statement, financial	46, 47
Oswego Normal School,	
annual report of	184-190
Poospatuck Indian Reservation,	
report of superintendent	140
statement, financial	46, 47
Population,	
cities and counties	65, 66, 67
Potsdam Normal School,	
annual report of	191-196
Private schools,	
attendance at	19
number of	70
Public moneys	22
apportioned and appropriated	22, 23, 67
avails of State tax	24
Common School Fund, investment of	83
revenue of	24

Public moneys — (<i>Continued</i>).	PAGE.
Contingent Fund	24
Free School Fund	23
payments	23
receipts	23
school moneys received and apportioned	24
Pupils,	
attendance of, (see Attendance.)	
Quotas,	
amount paid per teacher, 1879-1884	21
district	65, 66, 67
how determined	21
Regents of University,	
appropriation for	26
respecting Normal School at Albany	141
Reports,	
abstracts of, financial and statistical	77-82
from commissioners, written	205
of blind	138
of conductors of teachers' institutes	106
of council of Nautical School	67
of deaf and dumb	124
of deaf-mutes	127-136
of examining committees for State certificates	101
of Indian schools	138, 139, 140
of Normal schools	141
of State Superintendent	5-58
St. Regis Indian Reservation,	
statement, financial	46, 47
School apparatus. (See Apparatus.)	
School Commissioners,	
names of	202-205
supervision by	54
School districts. (See Districts)	12
School-houses.	12
aggregate value of, 1874-1888	14
average value of, 1874-1888	14
average value of, in cities	14
decrease of log	12
stone	12
expenditures for, and sites, etc., in cities, towns and State, 1874-1883,	13
increase of brick and frame	12
number and classification of	12, 22
value of, and sites in cities and towns	14
counties	74, 75, 76
State	14
School hygiene.....	49
School law,	
amendments proposed	55
School money,	
apportioned	24
received	24
summary of receipts and payments.	24
Schools, common,	
attendance, 1888	14
average time of terms of, in 1888, in cities, towns, State	18, 19
last ten years	18, 19
expenses of (summary)	24
Schools for the deaf and dumb and blind	47, 48

	PAGE
School statistics,	
abstracts of reports.....	77-82
summary of	23
comparative, 1878 and 1883.....	88, 89
for ten years.....	13, 14, 15, 16, 19, 37
School tax,	
paid by each county.....	63, 64
received by each county	64
School terms,	
average length, 1874-1883.....	18, 19
Separate neighborhoods,	
apportionment to	24, 65, 66, 67
Shinnecock Indian Reservation,	
report of superintendent.....	140
statement, financial	46, 47
State certificates	44
examination for.....	44
State school tax,	
avails of	24, 63
State Teachers' Association.....	53
State valuation,	
by counties.....	63
Statistical reports,	
brief summary	22
of normal schools	93, 94, 95
summary of commissioners' abstracts.....	77-82
teachers' institutes.....	86, 90, 91, 92
Supervision	54
State appropriations to cities and villages for.....	24, 65, 66, 67
Supervisors,	
moneys forfeited in hands of.....	82
Tax, school,	
amount of district, raised in cities and towns	79
amount of State, raised in counties	63, 64
received back, in counties.....	64
total in towns	82
State.....	82
summary for 1878 and 1883	89
Teachers	19
apportionment for wages of, in cities, towns, and State	67
associations of	53
average salary of, in cities and towns	20
number of weeks taught by.....	70
by whom licensed.....	19, 20
number employed at same time, cities and towns.....	19, 22, 67
counties.....	70
table for last five years.....	19
number of males and females, cities and towns.....	70
summary for 1878 and 1883	89
wages, aggregate amount in cities, towns and State.....	20
average annual.....	20
weekly.....	20
summary for 1878 and 1883.....	89
classes in academies.....	54
institutes. (See Institutes).....	36
Teachers' classes	35
Teachers' institutes.....	36
Tonawanda Indian Reservation,	
statement, financial	46, 47

INDEX.

435

	PAGE.
Tuscarora Indian Reservation,	46, 47
statement, financial.....	41
Union Free Schools	24
United States Deposit Fund,	54
moneys received from, and apportioned to public schools.....	48
University Convocation.	63.
University, Cornell.....	63
Valuation, State,	
counties in 1878	63
1883	
Visits of commissioners,	70
number of.....	

